



DILLARD

UNIVERSITY

Dillard University

Faculty Handbook

Approved by the Faculty General Assembly: May 2023

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TABLE OF CONTENTS
Dillard University
Faculty Handbook

1.0	CHAPTER ONE – THE UNIVERSITY.....	1
1.1	Introduction: The Dillard University Faculty Handbook.....	1
1.1.1	Authority.....	2
1.1.2	Effective Date.....	2
1.1.3	Official Text and Copies.....	2
1.1.4	Interpretation.....	2
1.1.5	Revisions.....	2
1.2	Organization.....	4
1.2.1	Board of Trustees.....	4
1.2.2	Administration.....	4
1.2.2.1	Academic Administration.....	4
1.2.3	Faculty.....	5
1.2.3.1	Faculty Responsibilities.....	5
1.2.3.2	Provisions.....	5
1.3	Faculty Governance.....	5
1.3.1	The Faculty Constitution of Dillard University.....	5
2.0	CHAPTER TWO: THE FACULTY.....	18
2.1	Faculty Appointments.....	18
2.1.1	Full-time Faculty Appointments.....	18
2.1.1.1	Tenured Appointments.....	19
2.1.1.2	Tenure-track Appointments.....	19
2.1.1.3	Non-Tenure Track Appointments.....	20
2.1.1.4	Administrative and Academic Management Faculty Appointments.....	20
2.1.1.4.1	Academic College Deans.....	20
2.1.1.4.2	School Chairs.....	22
2.1.1.4.3	Program/Level Coordinators.....	23
2.1.2	Auxiliary Faculty Appointments.....	24
2.1.2.1	Adjunct Faculty.....	25
2.1.2.2	Lecturers.....	26
2.1.2.3	Clinical and Laboratory Faculty.....	26
2.1.2.4	Artists/Scholars-in Residence.....	27
2.1.2.5	Faculty Researcher.....	27
2.1.2.6	Visiting Professorships.....	27
2.1.3	Honorific Faculty.....	27
2.1.3.1	Emeritus Faculty.....	27
2.1.3.2	Endowed, Eminent, or Named Chairs.....	29

2.1.4	Instructional Staff.....	29
2.1.4.1	Instructional Assistant.....	29
2.2	Faculty Recruitment.....	29
2.2.1	General Faculty Recruitment Guidelines.....	30
2.2.1.1	Prioritization of Positions.....	30
2.2.2	Full-time Faculty Recruitment Procedures.....	30
2.2.2.1	The Search Committee.....	30
2.2.2.2	Launching the Search.....	31
2.2.2.3	Selection of Finalists.....	31
2.2.3	Administrative and Academic Management Faculty Recruitment Procedures.....	32
2.2.3.1	Academic College Deans.....	32
2.2.3.2	School Chairs.....	32
2.2.3.3	Program/Level Coordinators.....	33
2.2.4	Auxiliary Faculty Recruitment Procedures.....	33
2.3	Faculty Ranks and Credentials.....	34
2.3.1	Faculty Rank.....	34
2.3.1.1	Instructor.....	34
2.3.1.2	Assistant Professor.....	34
2.3.1.3	Associate Professor.....	35
2.3.1.4	Professor.....	36
2.3.2	Faculty Credentials.....	36
2.3.2.1	Credential Guidelines.....	36
2.3.2.1.1	Academic Credentials.....	36
2.3.2.1.2	Exceptional Alternative Qualifications.....	37
2.3.2.2	Verification of Credentials.....	37
2.3.2.2.1	Verification of Academic Credentials.....	38
2.3.2.2.2	Verification of Exceptional Alternative Qualifications.....	39
2.4	Terms of Appointments.....	39
2.4.1	Faculty Appointment Letters.....	39
2.4.1.1	Annual Appointment Letters.....	40
2.4.1.2	Terminal Annual Appointment Letters.....	40
2.4.1.3	Term Appointment Letters.....	40
2.4.2	Primary Faculty Appointment.....	40
2.4.3	Joint Faculty Appointments.....	41
3.0	CHAPTER THREE: FACULTY POLICIES OF THE UNIVERSITY.....	41
3.1	Faculty Rights and Standards of Professional Conduct.....	41
3.1.1	Statement on Academic Freedom.....	41
3.1.2	Statement on Professional Ethics.....	42
3.1.3	Statement on Plagiarism.....	43
3.1.4	Judgment, Decorum, and Collegiality.....	44
3.1.5	Adherence to University Policies.....	44

3.1.6	Conflict of Interests.....	44
3.1.7	Confidentiality	45
3.1.8	Faculty Conflict of Commitment.....	45
3.2	Faculty Duties and Responsibilities.....	47
3.2.1	Faculty Workload.....	47
3.2.2	Teaching Duties and Responsibilities.....	47
3.2.2.1	Teaching Load	48
3.2.2.2	Determination of Teaching Equivalencies.....	48
3.2.2.3	Teaching Overloads	49
3.2.2.4	Release Time.....	49
3.2.2.5	Office Hours.....	49
3.2.2.6	Class Attendance.....	50
3.2.2.7	Course Syllabi.....	50
3.2.2.8	Grade Reporting.....	51
3.2.2.9	Students with Disabilities	51
3.2.2.10	Faculty Safety	51
3.2.2.11	Student Safety	51
3.2.3	Scholarship Duties and Responsibilities.....	52
3.2.4	Service Duties and Responsibilities.....	52
3.2.4.1	Academic Advising.....	52
3.2.4.2	Attendance and Participation at Meetings	53
3.2.4.3	Attendance at University Ceremonies	53
3.2.4.4	Engagement in University-Sponsored Events	53
3.2.4.5	Professional and External Service	53
3.2.4.6	Academic Program and Administrative Service Activities	53
3.2.4.7	Deadlines.....	53
3.3	Evaluation of Faculty Performance	53
3.3.1	Evaluation Criteria.....	54
3.3.1.1	Teaching.....	54
3.3.1.2	Scholarship.....	55
3.3.1.3	University and Public Service.....	58
3.3.1.3.1	Internal Service	58
3.3.1.3.2	External Service.....	60
3.3.2	Evaluation Procedures and Instruments.....	61
3.3.2.1	Student Assessment of Instruction.....	61
3.3.2.2	Student Assessment of Academic Advisor.....	61
3.3.2.3	Annual Evaluations by School Chairs and Academic College Deans.....	62
3.3.2.4	Mid-Probationary Review of Tenure-track Faculty.....	64
3.3.2.5	Faculty Peer Review	64
3.3.2.6	Academic Plan	65
3.3.3	Evaluation of Auxiliary Faculty.....	66
3.4	Tenure and Promotion	67
3.4.1	Tenure at Dillard	67

3.4.2	Eligibility for Tenure	67
3.4.3	Probationary Period	67
3.4.3.1	Reducing the Probationary Period	68
3.4.3.2	Extending the Probationary Period	68
3.4.4	Promotion and Tenure Procedures/Guidelines	70
3.4.4.1	Responsibility of the School Chair	71
3.4.4.2	Responsibility of Faculty	72
3.4.4.3	Responsibility of the Academic College Dean	72
3.4.4.4	Responsibility of School Committee on Promotion and Tenure	72
3.4.5	Promotion and Tenure Criteria	73
3.4.5.1	Tenure Criteria	73
3.4.5.1.1	Teaching	74
3.4.5.1.2	Scholarship	74
3.4.5.1.3	Service	75
3.4.5.2	Promotion in Rank Criteria	76
3.4.6	Appeal of Unfavorable Tenure or Promotion Decisions	76
3.4.7	Post-Tenure Review of Faculty	77
3.4.7.1	Post-Tenure Review Procedures/Guidelines	78
3.5	Faculty Personnel Files	81
3.5.1	Faculty Personnel Files	81
3.5.2	Faculty Access to Personnel Records	82
3.5.3	Release of Information	82
3.5.4	Verification of Employment	82
3.5.5	Personal References	82
3.5.6	Personal Status Change	83
3.6	Faculty Development	83
3.6.1	Faculty Enhancement	83
3.6.2	Sabbatical Leave	83
3.7	Faculty Compensation, Benefits, and Leaves	85
3.7.1	Faculty Compensation	85
3.7.2	Faculty Benefits	85
3.7.3	Faculty Leaves of Absence	85
3.7.3.1	Academic Leave	85
3.8	Faculty Separation from Service	85
3.8.1	Resignation	86
3.8.2	Retirement	86
3.8.3	Non-Reappointment	86
3.8.3.1	Standards for Reappointment	87
3.8.4	Dismissal for Adequate Cause and Disciplinary Action	88
3.8.4.1	Full-time Faculty Procedures	88
3.8.4.2	Auxiliary Faculty Procedures	94
3.8.5	Reduction in Force	94

3.8.5.1	Financial Exigency.....	94
3.8.5.2	Reduction or Discontinuance of an Academic Program, Division, or Department.....	95
3.8.5.3	Priorities.....	95
3.8.5.4	Notification.....	95
3.8.5.5	Transfer Eligibility.....	96
3.8.5.6	Commitment to Reinstatement of Terminated Full-time Faculty Members.....	96
3.8.5.7	Appeal.....	96
3.9	Faculty Grievances	96
3.9.1	Grievable Matters.....	97
3.9.2	Steps in Grievance Procedures.....	97
3.9.2.1	Informal Resolution Procedures	97
3.9.2.2	Formal Procedures	98
4.0	CHAPTER FOUR: GRADUATE EDUCATION	99
4.1	Graduate Faculty	99
4.2	Graduate Faculty Status	99
4.2.1	Full Graduate Faculty Status.....	100
4.2.2	Affiliate Graduate Faculty Status.....	100
4.3	Graduate Faculty Teaching Load	100
4.4	Graduate Faculty Responsibilities	100
4.5	Graduate Council	101
4.6	Maintenance of Graduate Faculty Status	101
4.7	Termination of Graduate Faculty Status	101
4.8	Graduate Faculty Status Application Form.....	101
4.8.1	Dillard University Graduate Faculty Status Application	102
	Appendix: Faculty Handbook Acknowledgement Form	103

Dillard University Faculty Handbook

1.0 Chapter One – The University

1.1 Introduction: The Dillard University Faculty Handbook

The *Dillard University Faculty Handbook* (hereinafter “*Faculty Handbook*”) is an official publication of the Office of Academic Affairs and defines the basic conditions and expectations for the professional life of the University faculty as well as policies, procedures, and information concerning faculty academic privileges and obligations. This *Faculty Handbook* describes faculty positions; defines the rights, standards of professional conduct, duties and responsibilities of faculty; identifies the criteria and standards for faculty hiring, advancement and dismissal; outlines institutional support for faculty advancement and evaluation; delineates institutional support for faculty development, reappointment, promotion, and tenure in the process of faculty review itself; and provides competitive faculty salaries, benefits, and working conditions in accordance with the University’s mission and finances.

Dillard University seeks to affirm, preserve, and improve the quality of instruction and mentoring offered to Dillard University students. The University also seeks to sustain and enhance the level of professional expertise and accomplishment embodied in the faculty and the distinctive character of Dillard University's academic community. In the *Faculty Handbook*, the University reaffirms its commitment to maintaining a strong, full-time faculty as the core of the institution, a faculty dedicated to providing the best possible educational opportunities to its students.

The purpose of this *Faculty Handbook* is to provide all members of the faculty, particularly those who are new to the University, with knowledge of the policies, regulations, practices and expectations that prevail at Dillard University. The various provisions of this *Faculty Handbook* are subject to revision from time to time by the Board of Trustees, upon the recommendation of the Administration* and faculty on their own initiative or in response to changes in State and Federal legislation. Such revisions shall be developed and approved in accordance with the Revisions Policy in Section 1.1.5 below.

This *Faculty Handbook* is not intended to and should not be construed to create a contractual obligation on the part of the University. The provisions of this *Faculty Handbook* derive their authority from various sources; they are primarily statements by the administration of customary practice, administrative organization, or explicit policy established at the University, often after consultation with the faculty. Provisions of the *Faculty Handbook*, whether derived from Board of Trustees vote, faculty vote, or Administration or Board of Trustee action are subject to modification or revocation by the appropriate authority following proper procedure (see Section 1.1.5 below). Any alleged failure on the part of the Administration to adhere to the provisions of this Faculty Handbook shall not constitute a breach of contract but may be addressed through the Faculty Grievance Process described in section 3.9.

*For purposes of the *Faculty Handbook*, the “Administration” is defined to include the President of the University, the Provost/Senior Vice President or Vice President for Academic Affairs (hereinafter “VPAA”), and the University’s General Counsel. In this document, the Provost/Senior Vice President and Vice President for Academic Affairs are interchangeable.

1.1.1 Authority

The *Faculty Handbook* reflects the Faculty Constitution and derives its authority from the Board of Trustees. This edition of the *Faculty Handbook* supersedes all previous editions. The *Faculty Handbook* does not supersede the *Dillard University Employee Handbook* which governs all university employees. In the event there is a discrepancy between the two, the Dillard University Employee Handbook will supersede the Faculty Handbook.

1.1.2 Effective Date

This edition of the *Faculty Handbook* takes effect on the date it is approved by the Board of Trustees. It will remain in effect continuously until it is modified, in whole or in part, or replaced according to the procedures specified below or by action of the Board of Trustees.

1.1.3 Official Text and Copies

The official text of the *Faculty Handbook* is maintained in the Office of Academic Affairs. Copies are also on file in the Office of the President, the offices of the Deans of each Academic College, and the offices of the School Chairs and in the University library. The VPAA ensures approved changes to the *Faculty Handbook* are incorporated into the official text and are distributed to the faculty.

Each member of the faculty receives an electronic PDF copy or a hardcopy of the *Faculty Handbook*. The *Faculty Handbook* is also available on the Academic Affairs page of the university website – www.dillard.edu.

1.1.4 Interpretation

If a question of interpretation of the *Faculty Handbook* is identified by a member of the General Assembly or by the Administration, the President of the Faculty Senate, and the VPAA shall confer concerning the issue. If they are unable to come to a resolution, either may refer the question to the President of the University who may form an *ad hoc* "interpretation committee" that will include General Counsel. The final authority for interpretation rests with the President in consultation with General Counsel and is binding until such time as the Board of Trustees adopts the interpretation or gives its own final interpretation.

1.1.5 Revisions

Substantive changes to the *Faculty Handbook* must be approved by the Board of Trustees. As a general practice, in keeping with principles of shared governance, the Board will review the General Assembly's and Administration's substantive recommendations for changes before any such changes to the *Faculty Handbook* are approved.

A "Substantive Change" is defined as an addition, deletion, or revision of policy or procedure set forth in the *Faculty Handbook*. When revisions to the *Faculty Handbook* involve simple editing for clarity, the Faculty Senate will incorporate the revisions in the *Faculty Handbook* and notify the General Assembly and Administration.

Substantive changes to the *Faculty Handbook* may be initiated by either the Faculty Senate or the Administration, via the Office of the VPAA. A proposal from a member of the General Assembly or standing committee to amend the *Faculty Handbook* will be referred to the Faculty Senate. Amendments to the *Faculty Handbook*, which have been approved by two-thirds

majority vote of the voting members of the General Assembly, will be referred to the Office of the VPAA will be approved in accordance with the procedures below.*

General Assembly Review and Vote

The Faculty Senate will publish all proposed substantive changes to the General Assembly, which will then vote on the matter after a period of deliberation determined by the Faculty Senate. If the proposed substantive change was initiated by the Administration, the General Assembly must vote on the matter within 120 days of receiving the proposed change (excluding the period of time between the end of the traditional nine-month full-time faculty contract period and the beginning of the new nine-month full-time time faculty contract period), unless an extension is agreeable to both the Administration and the Faculty Senate and is expressed in writing.

A two-thirds majority vote of the voting members of the General Assembly is required to approve a proposed substantive change.

A proposed substantive change representing a substantive change that was initially referred by the Administration and not voted upon by the General Assembly within the time prescribed or that was not approved by the General Assembly may, at the option of the Administration, move forward to the Board of Trustees. In such a case, both the Faculty Senate and the Administration shall have the right to provide the Board of Trustees with memoranda setting forth their positions on the proposed substantive change.

Administration Review

The Administration, upon receipt of a proposed substantive change approved by the General Assembly, will either accept or reject the proposed change within 120 days of receiving the matter (excluding the period between nine-month full-time faculty contracts).

If the Administration agrees with the proposed substantive change approved by the General Assembly, it will be forwarded to the Board of Trustees for final approval.

If, however, the Administration does not accept the proposed substantive change, the Administration, via the VPAA, will state the reasons therefore in writing to the Faculty Senate. If a resolution mutually acceptable to the parties cannot be reached and ultimately approved by the General Assembly, the Administration, at the request of the President of the Faculty Senate, will submit the proposed amendment to the Board of Trustees for a final decision. Both the Faculty Senate and the Administration shall have the right to provide the Board of Trustees with memoranda setting forth their positions on the proposed substantive change.

Board of Trustees Review

Upon appropriate consultation between the VPAA and the Faculty Senate, any proposed amendment causing a substantive change to the *Faculty Handbook* will be submitted to the Board of Trustees for review and approval.

The Board of Trustees shall have the ultimate authority to adopt a substantive change to the *Faculty Handbook*.

If the Board of Trustees either (a) does not approve a proposed amendment approved by the General Assembly; or (b) approves a proposed amendment the General Assembly has not voted affirmatively to approve, the Board of Trustees will provide the Faculty Senate with a memorandum detailing its rationale.

In engaging in the procedural processes outlined above and in appreciation of the principles of shared governance and in the interest of the general well-being of the University, the Administration and Board of Trustees will weigh heavily the General Assembly's recommendations pertaining to the policies published in the *Faculty Handbook*. The General Assembly, Administration, and Board of Trustees shall work meaningfully and sincerely with each other in addressing these matters of institutional importance.

Conflict with Federal, State or Local Law: If any provision of the *Faculty Handbook*, as it pertains to faculty policy and procedures, is in conflict with federal, State, or local law, or is otherwise illegal, the remainder of the *Faculty Handbook* shall not be affected. The General Assembly shall make it a priority to meet and resolve the conflict in conjunction with the Administration.

A formal review of the *Faculty Handbook* will occur every five years under the leadership of the Faculty Senate.

*Note: These revision procedures do not apply to amendments to the Faculty Constitution. Amendments to the Faculty Constitution are governed by the process published in Article VIII of the Faculty Constitution.

1.2 Organization

(See the Office of Academic Affairs for the University Organizational Chart)

1.2.1 Board of Trustees

Final authority over Dillard University is vested in the Board of Trustees, the chief governing and policy-making body of the University. The Board of Trustees retains the full legal and organizational authority to govern the functioning of the University through the administrative structure set forth in the *Articles of Incorporation and By-Laws*. In pursuance of its responsibility, the Board of Trustees may delegate authority and responsibility to the University administration and faculty, as it deems appropriate.

1.2.2 Administration

(See the Office of Academic Affairs for the University Administration Organizational Chart and the Academic Affairs Organizational Chart)

1.2.2.1 Academic Administration

Members of the academic administration are the President of the University, the VPAA, and others so designated as shown by their reporting lines. These administrators are qualified with experience, competence, and capacity to lead the institution.

- The **President** of Dillard University is the chief executive officer of the University, whose primary responsibility is to the institution and provides general supervision,

direction and control of the University's business. The President reports directly to and is reviewed by the Board of Trustees.

- The Provost/Senior Vice President or **VPAA** serves as the chief academic officer of the University and has administrative responsibility for the Faculty and all academic programs, to include academic standards, policies, and procedures as well as course assignments and schedules.
- The Associate Provost and Assistant Provost/**Dean of Faculty and Student Support** support the efforts of the VPAA and assists in the construction and oversight of academic planning and enhancement of the faculty.

1.2.3 Faculty

1.2.3.1 Faculty Responsibilities

The Faculty, via the actions of the General Assembly, has the central responsibility for the academic affairs of the University under the leadership of the VPAA. The duties, jurisdiction, and authority of the General Assembly are set forth in Article III of the Faculty Constitution.

1.2.3.2 Provisions

In accordance with the Faculty Constitution, the Administration or Board of Trustees may, for compelling reasons, override the actions of the General Assembly. In those instances, the President (or the President's designee) will meet with the Faculty Senate and General Assembly to discuss the decision and reasons not to accept a recommendation of the General Assembly that addresses a matter of primary faculty responsibility. It is desirable that the General Assembly should, following such communication, have opportunity for further consideration on the matter and further transmittal of its views in writing to the President (or the President's designee) or Board of Trustees applicable. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

1.3 Faculty Governance

1.3.1 The Faculty Constitution of Dillard University

Article I. Purpose

The purpose of this Constitution is to set forth the means by which the faculty of Dillard University shall carry out its institutional role. This Constitution establishes the faculty government, along with the rules and structures by which it shall function.

Article II. Organization

The organization for faculty government shall consist of three components:

1. The General Assembly;

2. The Faculty Senate; and
3. The University Standing Committees.

Article III. The General Assembly

The General Assembly serves as the voting body of the Dillard University faculty (see Section 1 below). This body deliberates on matters of curriculum, faculty welfare, faculty and administration relations, and any other matters that relate to the accomplishment of the mission of the University. Based on its deliberations, it submits recommendations to the Faculty Senate for submission to the administration.

Section 1: Membership

All full-time employees with a tenure-track, non-tenure track, or tenured faculty appointment are voting members of the General Assembly. In addition, administrative/academic management faculty with a full-time workload of 50% or more dedicated to teaching and instructional activities are considered members of the General Assembly.

Auxiliary faculty members are invited to attend the meetings of the General Assembly, although they cannot vote.

Disputes regarding membership shall be resolved by a majority vote of the Faculty Senate at a meeting in which a quorum is present.

Section 2. Officers

The presiding officer of the General Assembly is the President of the Faculty Senate. Other officers include the Vice President, Secretary, Treasurer, and Parliamentarian. Each officer must be a member of the General Assembly.

Section 3. Meetings

The General Assembly shall meet regularly and at least four times a year, customarily at the beginning and the end of each semester. Special meetings may be called by the President, the Vice President for Academic Affairs, the Faculty Senate, or by petition signed by one-fourth of the members of the General Assembly and presented to the Secretary of the Faculty Senate.

A calendar for the year's meetings shall be disseminated to the entire University community. Meetings of the General Assembly are open to attendance by all members of the University community. However, the General Assembly may move into executive session by a majority vote of the General Assembly members present.

The presence of 50% of the voting members of the General Assembly (excluding those on an approved leave) shall constitute a quorum. If a quorum is present at the beginning of the meeting, a quorum shall be assumed to be present throughout the meeting, unless a point of order is made concerning the quorum. In the absence of a quorum, those present may receive reports, may discuss matters without voting on them, and may set the date and time for an adjourned meeting, but shall transact no other business.

The meeting agenda of the General Assembly is determined by the Faculty Senate. Members of the General Assembly may vote by voice, a raise of hand, electronic, or secret ballot upon request of 10% of the faculty at a meeting in which a quorum has been established.

Vote by proxy is allowed, but proxies must be signed and submitted to the Secretary prior to the meeting being called to order. Proxies do not count toward a quorum. *Robert's Rules of Order* will govern the conduct of General Assembly meetings.

Except as otherwise provided in this Constitution, a simple majority vote of those members present at a meeting where a quorum has been established shall be sufficient for any General Assembly action.

Section 4. Jurisdiction, Authority, and Duties

The faculty, via the General Assembly, has primary responsibility for the content, quality, and assessment of the curriculum or the core (General Education requirements) and the educational programs (majors/disciplines) based upon:

1. Current and relevant theories and practices in the field/discipline;
2. Intellectual rigor appropriate to the level of the degree program; and
3. Connectivity among the components of the curriculum (illustration, mapping of the courses/instructional modules relative to learning outcomes).

In addition, the faculty establishes learning outcomes of the curriculum and assesses the extent to which these outcomes are met.

The General Assembly is also properly concerned with, and should actively participate in, decisions made about matters that may affect the educational and faculty status policies for which the faculty is primarily responsible. Therefore, under the jurisdiction of the General Assembly fall such matters as:

1. The curriculum of the University;
2. The facilitation of teaching effectiveness and research;
3. Standards for admission and retention of students;
4. Requirements for the granting of academic degrees;
5. Policies addressing faculty rights, responsibilities, conduct, and discipline;
6. Faculty appointment, retention, tenure, and promotion;
7. Freedom of expression and academic freedom; and
8. Faculty Governance.

On matters of primary faculty responsibility, the power of review and final decision is lodged with the Board of Trustees or as delegated by the Board of Trustees to the President of the University. In those instances, the President (or the President's designee) will meet with the Faculty Senate and General Assembly to discuss the decision and reasons not to accept a recommendation of the General Assembly that addresses a matter of primary faculty responsibility. It is desirable that the General Assembly should, following such communication, have the opportunity for further consideration on the matter and further transmittal of its views in writing to the President (or the President's designee) or Board of Trustees applicable. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of Faculty advice.

The General Assembly is also properly concerned with, and should actively participate in decisions made about other matters that may affect the educational policies for which it is primarily responsible, but that require joint consideration by other sectors of the University. In the spirit of shared governance, the General Assembly may advise the administration on matters of institutional policy dealing with:

1. Principal administrative appointments and the University's organizational structure;
2. University budgets and budgeting planning processes;
3. Faculty salary and benefits;
4. The University's strategic plan and the strategic planning processes;
5. The Academic Calendar;
6. The scheduling of classes;
7. The Catalog;
8. Aspects of student life that relate directly to the educational process;
9. Campus facilities directly involving faculty, such as offices, classrooms, and laboratories;
10. Academic support services; and
11. Policies relating to student academic conduct and discipline.

In support of shared governance, the appropriate administrative offices may inform and/or consult the Faculty Senate on such matters in advance.

Recommendations made by the General Assembly will be forwarded by the Faculty Senate to the appropriate administrative offices and will be responded to on a timely basis by the applicable vice president. Responses will be integrated into the relevant section of the minutes of the Faculty Senate.

Article IV. The Faculty Senate

Section 1. Senate Jurisdiction, Authority, and Duties

The Faculty Senate shall oversee and execute the business of the faculty as described in this Constitution. In this role, the Faculty Senate:

1. Coordinates and conducts the business of the faculty and determines the agenda and scheduling for General Assembly meetings;
2. Distributes detailed minutes of General Assembly meetings to members of the faculty;
3. Submits General Assembly recommendations to the administration;
4. Communicates concerns of the faculty to the Administration and otherwise represents the faculty when working with the administration and/or Board of Trustees on all matters related to the general welfare of the faculty and the University;
5. Ensures the deliberations of the Senate and General Assembly are in accordance with the provision of academic freedom and parliamentary procedure as provided by *Robert's Rules of Order*;

6. Elects, where indicated, members from the Faculty Senate to serve on the University Standing Committees and to any other appointive positions in the University governance system;
7. Supervises the General Assembly election committee members;
8. Appoints *ad hoc committees* under Faculty Senate jurisdiction when deemed necessary;
9. Refers, initiates, coordinates, reviews, and publishes to the General Assembly the work of the University Standing and *ad hoc* committees under Senate jurisdiction;
10. Ensures University Standing and *ad hoc* committees under Faculty Senate jurisdiction operate from established policies and procedures; and
11. Engages in planning of policies and recommends policies related to the general welfare of the Faculty and the University.

The Faculty Senate shall have its own budget and working office on campus.

Section 2. Membership

Members of the Faculty Senate shall be elected from the General Assembly of the faculty. The Faculty Senate is comprised of elected members from the full-time faculty who possess at least one year of service at Dillard University, as well as the VPAA.

1. At-Large Members

Three representatives shall be elected by the General Assembly. Elections are to be held at the first meeting of the General Assembly of an academic year. The term of office for these senators is two academic years.

2. School Representatives

Each of the Schools shall elect one senator. These Senators shall be elected by a majority vote of the members of their respective Schools. The term of office for the School representatives is one academic year.

3. Past President of the Faculty Senate

The past President of the Faculty Senate shall remain a senator during the year following the expiration of his or her term.

4. Graduate Council

Graduate Council shall elect one senator.

5. Administrative Representation

The VPAA is a resource member of the Faculty Senate with no vote.

6. Term of Office

No elected faculty member may serve as a Senator for more than four consecutive years; however, he or she will be eligible for a Senate seat after a one-year absence from the senate.

7. Replacement of Vacancies

If the position of a School Senator should become vacant for whatever reason, the School Chair shall be notified of the vacancy and shall hold an election for a replacement. If the position of a member-at-large should become vacant, the General Assembly will elect another Senator at the meeting following the confirmed vacant seat. The newly elected Senator shall complete the term of the vacant seat. The presence of a Senate President at a meeting of a Faculty Standing Committee cannot count toward quorum. However, the Senate President has voting rights at any meeting of a University Standing Committee the Senate President attends.

8. Recall

Senators and elected members of Standing Committees shall be subject to recall. Recall procedures may be initiated by a written petition of one-fourth of the voting members of the General Assembly to the President of the Faculty Senate. Providing there is a quorum, recalls require a majority vote of the General Assembly. In addition, a School may recall its elected Senator upon a majority vote of the School's faculty.

In case of a recall, ordinary procedures shall be used to fill the vacancy for the unexpired term as soon as practical.

Section 3. Officers and Election of Officers

1. Officers

The Faculty Senate shall have the following officers: President, Vice-President, Secretary, Treasurer, and Parliamentarian. All officers must be members of the Senate.

2. Election of Officers

Except for the Parliamentarian who is appointed by the Faculty Senate President, the election of officers for the ensuing year shall be the first item of business at the first meeting of the Faculty Senate each academic year. The term of new officers starts after the first meeting in the Faculty Senate of each academic year. Elections are chaired by the most recent willing and able former President of the Faculty Senate.

3. Term of Office

The term of office for all officers shall be one year. Each officer shall be eligible for election to a second consecutive term only unless a special exception is approved by the General Assembly; however, he or she will again become eligible to serve as an officer after a one-year hiatus as an officer. If, for any reason, the President of the Faculty Senate should not be able to serve his or her entire term in office, the Vice-President of the Senate shall become President for the unexpired term and shall remain eligible to serve in his or her own term as President. Upon such succession, at its next meeting, the Senate shall elect a new Vice-President. Likewise, should any other officer be unable to complete his or her term in office, an election to fill that office should be held at the next meeting of the Faculty Senate. No officer may simultaneously hold more than one of the offices in the Senate.

Section 4. Meetings

1. Regular Meetings

Regular meetings of the Faculty Senate shall be held once a month during the academic year. The dates for these meetings shall be established at a time likely to be convenient for the membership. A calendar for the year's meetings shall be disseminated to the entire University community.

Any member of the Faculty, Student Government Association, or administration can petition the President of the Faculty Senate to make a presentation of a maximum of ten (10) minutes at a Senate meeting. Petitions to address the Senate must be made at least two weeks (14 days) prior to a scheduled meeting of the Senate and must clearly state the topic of the presentation. Such a petition can be denied only under unusual and compelling circumstances and the petitioner is to be informed of those circumstances in writing.

2. Special Meetings

Special meetings of the Faculty Senate may be called when requested by the President of the Faculty Senate or 25% of the total membership of the Senate at the time the request is made.

3. Attendance of Members

Any member who fails to attend three consecutive regular meetings shall voluntarily relinquish his or her position on the Senate. The procedure for replacement of vacant positions is outlined in Article IV, Section 1.

4. Non-member's Presence at Meetings

All meetings shall be open to the Faculty. Guests at the Senate meetings shall be seated separately from the Senate members while the business of the Senate is being conducted, and these guests shall be listeners only, except when invited by the presiding officer to participate.

5. Executive Session

An executive session may be called through a proper motion, seconded and duly voted upon by a majority of those Senators in attendance at a meeting where a quorum has been established. All decisions made in executive session shall be ratified in an open meeting.

6. Conduct of Meetings

All meetings shall be conducted in accordance with parliamentary procedure. *Robert's Rules of Order* shall be the final authority except where it may contradict any provision of this Constitution. The Senate shall adopt the agenda by more than 50% of those Senators in attendance. Bylaws may be necessary and proper to govern Senate procedure and expedite the business of the Faculty Senate.

7. Parliamentarian

The President of the Senate shall appoint a Parliamentarian among the Senators to oversee the conduct of business at Senate meetings. This person shall also serve as Parliamentarian at meetings of the General Assembly.

8. Minutes

Detailed minutes of the proceedings and content of the debates shall be taken and distributed by the Secretary. Copies of the approved minutes shall be made available to all faculty. The minutes shall be filed in the Office of Academic Affairs by the Secretary.

Section 5. Senate Officers Jurisdiction, Authority, and Duties

1. Duties of the President of the Faculty Senate

The President of the Senate shall preside at all meetings of the Senate and of the General Assembly. He or she is empowered to call special meetings as provided for in this Constitution. The Senate President is an *ex-officio* member of all University Standing Committees. The President of the Senate is entitled to receive a release time equal to 25% of his/her teaching duties.

2. Duties of the Vice-President of the Faculty Senate

The Vice-President shall perform all duties of the President when he or she is absent or incapable of doing so. The Vice-President shall succeed to the role of President should that office become vacant. The President may designate to the Vice-President his or her seat on any of the University Standing Committees.

3. Duties of the Secretary of the Faculty Senate

The Secretary shall see that accurate and approved minutes of all regular and special meetings of the Faculty Senate and the General Assembly are recorded and made available to the faculty. The Secretary conducts necessary correspondence, keeps accurate lists of membership of the Faculty Senate, keeps an accurate record of attendance, informs the President when a seat becomes vacant, and performs such other appropriate duties as directed by the Senate.

4. Duties of the Treasurer of the Faculty Senate

The Treasurer shall manage the fiscal affairs of the Faculty Senate. The Faculty Senate should have an operating budget.

Article V. University Standing Committees

Faculty participation in the University Standing Committees provides a structure and process by which the faculty fulfills its duties and responsibilities (see Article III above). Membership on University Standing Committees consists of members of the General Assembly who are elected, appointed, or hold *ex officio* status. Staff members, administrators, and students may also serve on designated committees. Elections and appointments to the University Standing Committees shall take place annually and must be completed during the first faculty meeting of the academic year. Committee members serve until the election or appointment of new representatives. The President of the Faculty Senate is an *ex-officio* member of all University Standing Committees and, as such, can attend any committee meeting. The Faculty Senate President's presence does not constitute a quorum; however, the Faculty Senate President has the same voting rights as any committee member.

Section 1. The University Standing Committees of the Faculty Senate

1. Committee on Recruitment, Admissions, and Retention of Students

Duties

In conjunction with the appropriate Academic Programs and Colleges, and the Office of Academic Affairs, this committee shall recommend policies and procedures for setting and maintaining academic standards for the admission and retention of students and for the awarding of earned degrees and certificates and academic honors.

Members

This committee shall consist of: Three (3) members from and elected by the General Assembly; One (1) member from each School of the College of Arts and Sciences; One (1) member from each School of the College of Business; One (1) member from the College of Nursing; One (1) member from the University College; the Vice President for Enrollment Management or designee; the Director of Financial Aid and Scholarships or designee; the Vice President for Student Success or designee; and two (2) students appointed by the Student Government Association.

2. Academic Responsibilities, Grievance, and Ethics Committee

Duties

This committee shall oversee faculty conduct, academic freedom, and faculty grievances. Therefore, it shall be expected to do the following:

- a. Develop policies regarding faculty ethics and academic responsibility;
- b. Make recommendations to the VPAA in matters regarding academic freedom, complaints against faculty, and faculty grievances;
- c. Develop professional standards for the full-time faculty; and
- d. Hold closed door hearings about issues related to faculty ethical misconduct. The committee is free to accept or refuse to hear cases.

Members

This committee shall consist of five members: three members from and elected by the General Assembly, one member from the General Assembly appointed by the University President, and one member from the General Assembly appointed by the VPAA. The alternate will be elected from the General Assembly. In the event a committee member is unable to fulfill his or her duties, the alternate will replace the committee member for that particular grievance.

Members on this committee should be aware of potential conflict of interest and therefore should refrain from conversations with other faculty regarding issues or disputes that may become grievable.

3. The Curriculum Committee

Duties

This committee shall recommend policies and procedures related to all aspects of curricular design and implementation. Though it will be especially concerned with reviewing curricular changes proposed by the Academic Colleges for uniformity with established policies and procedures, it can also systematically review existing programs and make recommendations for changes it deems necessary to create uniformity and articulation among Academic Colleges, coherence in the curriculum and consistency with accreditation standards. This committee should also review the University Catalog prior to publication.

Members

This committee shall consist of: Three (3) members from and elected by the General Assembly; One (1) member from each School of the College of Arts and Sciences; One (1) member from each School of the College of Business; One (1) member from the College of Nursing; One (1) member from the University College; one *ex-officio* representative from the Office of Academic Affairs; two (2) *ex officio* students from the Student Government Association, and the University Registrar, as *ex officio*. As stated in *Robert's Rules of Order*, *ex officio* members may vote and are counted in the constitution of a quorum.

4. Promotion and Tenure Committee

Duties

This committee shall develop and recommend policies and procedures regarding tenure and promotion of the faculty and shall act as the body that considers faculty applications in these areas and makes appropriate promotion and tenure recommendations to the VPAA and the President.

Members

This committee shall consist of five members: three tenured members from and elected by the General Assembly, one tenured member from the General Assembly appointed by the Senate President, and one tenured faculty member from the General Assembly appointed by the VPAA.

5. Intercollegiate Athletics Committee

Duties

The Intercollegiate Athletics Committee is responsible for ensuring the intercollegiate athletics is an integral part of the total educational offering. This committee serves in an advisory capacity. The committee ensures athletic policies confirm to university regulations, as well as those prescribed by the Gulf Coast Athletic Conference (GCAC) and the NAIA.

Members

This committee shall consist of: One (1) Faculty Athletic Representative (FAR); the Athletic Director (AD); the Vice President of Business and Finance or designee; the Vice President for Student Success or designee; Dean of Students; a representative from Student-Advisory Committee appointed by the AD; the Director of Alumni Affairs or

designee; head coach of any approved sport; the University Registrar. The committee is co-chaired by the FAR and AD.

6. The Honorary Degree Committee

Duties

The committee's primary responsibility is to gather and review nominations in order to make recommendations to the University's faculty, Administration, and Board of Trustees relating to its honorary degree recipients in accordance with the University's mission. Dillard University's mission is to produce graduates who excel, become world leaders, are broadly educated, are culturally aware, and are concerned with improving the human condition. Honorary degrees recognize alumni, scholars, scientists, artists, religious leaders, educators or others who have advanced their field in significant ways and made a significant impact on Dillard University.

Members

This committee shall consist of: Three members of the General Assembly, the Vice President of Institutional Advancement or designee, the University President or designee, the Alumni Relations director or designee, the SGA President, and the Senior Class President.

7. General Education Committee

Duties

The General Education Committee's primary responsibility is to review and make recommendations to the university's faculty, administration, and Board of Trustees relating to the general education program in accordance with the university's mission to produce graduates who excel, become world leaders, are broadly educated, are culturally aware, and are concerned with improving the human condition. The Committee will periodically review the general education curriculum and submit recommendations on academic policies and programs related to General Education.

Members

This committee shall consist of: One (1) member from each School of the College of Arts and Sciences; one (1) member from each School of the College of Business; one (1) member from the College of Nursing; one (1) member from University College; one (1) member appointed by the Vice President of Academic Affairs; the University Registrar as *ex officio*; an SGA Representative as *ex officio*; a Transfer Admissions Counselor as *ex officio*; and a member of the Office of Institutional Research as *ex officio*.

The Dean of University College share chair the committee.

As stated in Robert's Rules of Order, *ex officio* members may vote and are counted in the constitution of a quorum

Section 2. General Rules Governing Standing Committees Membership

Voting members of the General Assembly shall be eligible to occupy positions on the University Standing Committees. A standing committee member shall serve a two-year term with the possibility of a single re-appointment.

1. Meetings

A quorum of the meeting of any standing committee shall be a majority (more than 50%) of the committee's voting members.

The Secretary of each committee shall submit approved minutes of each meeting to the Senate President and to the Office of Academic Affairs. He or she shall be responsible for filing reports when necessary as well as submitting an annual report before the end of the academic year to the Senate President.

2. Selection Procedures

The Senate President shall organize as early as possible at the start of an academic year elections and appointments, so that by the October General Assembly meeting all standing committees are formed. When a standing committee is without a chair, the Senate President shall call the first meeting of any standing committee so that they will elect their chair and secretary.

Section 3. Duties and Responsibilities

The duties and responsibilities of the University Standing Committees are:

1. Elect a Chair and a Secretary from the membership for each committee;
2. Submit recommendations in the form of written motions, accompanied by rationale, to the Faculty Senate for presentation to the General Assembly; and
3. University Standing Committees' Chairs may declare the seat of a committee member vacant when that committee member fails to attend at least three called and consecutive meetings.

General responsibilities of the University Standing Committees and their Chairs include, but are not limited to:

1. University Standing Committee Chairs will forward one set of approved minutes to the Faculty Senate Secretary and one set of minutes to the Office of Academic Affairs;
2. University Standing Committee Chairs will schedule committee meetings so that, to the extent possible, all committee members have the opportunity to attend;
3. University Standing Committee Chairs will publicize and hold open hearings on issues where appropriate or when so directed by the Faculty Senate;
4. All University Standing Committee Chairs are required to file an annual written report with the Senate President before the end of the academic year; and
5. University Standing Committee Chairs submit resolutions with rationale for consideration by the Faculty Senate and for potential recommendation to the General Assembly.

Article VI. Special (*Ad Hoc*) Committees

The Faculty Senate may for special purposes and for determinate periods create special (*Ad Hoc*) committees to investigate and make recommendations on any matter falling under the primary or advisory authority of the University faculty. The Faculty Senate may respectively appoint or discharge members of such special committees.

Article VII. New Faculty, Academic College Deans, and Department/Schools Chairs

1. New Faculty

When a new or replacement prospective non-tenure track or tenure-track full-time faculty member is being considered for appointment, he or she shall be selected through a search committee process as described in the *Faculty Handbook*. In extraordinary instances, the School Chair or Dean may recommend a one-year, non-tenure track appointment.

2. Academic College Deans

Academic College Deans are selected by a Search Committee or appointed by the VPAA. Only in extraordinary circumstances shall such an appointment be made against the wishes of the School Chairs. In such circumstances, School Chairs shall be informed in writing by the VPAA concerning the reasons for the decision. As part of their duties, Academic College Deans must teach one course per semester. Deans are considered administrative and academic management faculty.

The term of appointment for Deans is set forth in the individual's appointment letter.

3. School Chairs

School Chairs are appointed from the School's existing faculty members or recruited by the applicable Academic College Dean, following consultation with members of the school search committee. The Dean reviews the candidates and informs the VPAA of his/her ranked selections. (If a School does not have a Dean, the VPAA will make the determination.)

The VPAA will determine whether an offer of employment/appointment will be made to the recommended candidate. In general, at least 25% of release time of the teaching load of School Chairs is dedicated to their responsibilities as Chair. Depending upon other select factors (number of faculty supervised, number of majors and program coordinators, joint appointment of Chair and Program/Level Coordinator, accreditation status, semester hour generation, number of majors, etc.), including the budget and the needs of the University, a stipend may be offered along with the release time and or the release time can be increased to accommodate the mentioned factors. Chairs are members of the full-time faculty.

The term of appointment for School/Chairs is set forth in the individual's appointment letter.

4. Program/Level Coordinators

Program/Level Coordinators are selected according to their credentials by the Chair or recruited according to the faculty recruitment procedures in the *Faculty Handbook*. The Chairs inform the Dean, who informs the VPAA of the selection. (If a School does not have Dean, the Chair will inform the VPAA.)

The VPAA will determine whether an offer of employment/appointment will be made to the recommended candidate. Release time, generally in the amount of 25%, is granted to Program/Level Coordinators. This act of service will count towards annual service for faculty evaluation. Program/Level Coordinators are members of the full-time faculty.

The term of appointment for Program/Level Coordinators is set forth in the individual's appointment letter.

Article VIII. Amendments to the Constitution and Adoption of Bylaws

Section 1. Amendments

This Constitution may be amended through a proposal in the Faculty Senate, and, upon approval by two-thirds vote of the Senators present, the proposal shall be distributed within fourteen days to the voting members of the General Assembly. This amendment shall be ratified when accepted by a majority vote of the entire faculty. Amendments so adopted must be submitted to the VPAA and the President for appropriate review and approval. When approved by the VPAA and the President, the document shall be forwarded to the Board of Trustees for appropriate review and approval. The Amendment is effective immediately upon the approval of the Board of Trustees.

The procedure for resolving administrative disapproval outlined in Article III, Section 4, shall be followed.

Section 2. Bylaws

The Faculty Senate may establish whatever Bylaws deemed necessary. The initial adoption of Bylaws as well as amendments or deletions of existing bylaws shall require a vote of two-thirds of senators present and voting at a regular or special meeting at which a quorum is required. Previous notice must be given at the preceding meeting of the Faculty Senate of the intended change of the Faculty Senate Bylaws.

Article IX. Ratification

This Constitution is ratified when accepted by a majority vote of the entire General Assembly. The Constitution shall then be submitted to the VPAA and the President for appropriate review and approval. When approved by the VPAA and the President, the document shall be forwarded to the Board of Trustees for appropriate review and approval. The Constitution is effective immediately upon the approval of the Board of Trustees.

2.0 Chapter Two: The Faculty

2.1 Faculty Appointments

The faculty at Dillard University is comprised of four categories: full-time faculty, administrative and academic management faculty, auxiliary faculty, and honorific faculty.

For purposes of faculty governance, the voting members of the General Assembly are those tenured, tenure-track, and non-tenure track faculty and administrative/academic management faculty with a full-time workload of 50% or more dedicated to teaching and instructional activities.

2.1.1 Full-time Faculty Appointments

The full-time faculty is comprised of those individuals with either tenured, tenure-track, or non-tenure track faculty appointments having teaching, scholarship, and service activities equal to

twenty-four (24) or more credit hours per academic year.

Members of the full-time faculty enjoy the rights set forth in the policies, procedures and practices of the University as specified in this *Faculty Handbook* and elsewhere. Moreover, full-time faculty are afforded full voting privileges at General Assembly, Academic College and School meetings and have access to office space. They are also eligible to serve on University standing committees and the standing committees of the Faculty Senate; however, non-tenure track faculty are not eligible to serve on School and University committees for which tenure is a requirement.

The VPAA makes appointments to the full-time faculty of Dillard University via formal appointment letters as more fully described in Section 2.4 of this *Faculty Handbook*. In accordance with SACSCOC requirements, full-time faculty must possess the appropriate academic credentials and/or equivalent professional experience to teach courses in their academic discipline (see Section 3.2.3). They are assigned to one of the following academic ranks: Professor, Associate Professor, Assistant Professor, or Instructor (see Faculty Ranks in Section 2.3.1 below).

The President of the University, upon recommendation by the VPAA, may waive any of the requirements for appointment to the full-time faculty under special circumstances.

Note: A member of the full-time faculty currently employed by the University who wishes to change status either from tenure-track to non-tenure track or vice-versa may do so only in the event that such an open position exists or in the case of non-tenure track to tenure track change, he or she should not have previously been tenure-track and denied tenure. The individual must apply for the position and the recruitment procedures set forth below in Section 2.2 of the *Faculty Handbook* must be followed.

2.1.1.1 Tenured Appointments

The tenured faculty consists of Professors and Associate Professors who have full-time appointments at the University and who have been awarded tenure by the Board of Trustees in accordance with the procedures specified in the University's Tenure and Promotion Policy (see Section 3.4). *De facto* tenure is neither recognized nor awarded at Dillard University.

A tenure appointment is subject only to annual modifications pertaining to rank, salary, and academic assignments in accordance with the provisions of this *Faculty Handbook*. A full-time faculty member with a tenure appointment has the right to continuous appointments until the faculty member resigns, retires, or is dismissed (a) for adequate cause, (b) a financial exigency, or (c) as a result of the formal reduction, reorganization, or discontinuance of a degree or program area (see Section 3.4).

2.1.1.2 Tenure-track Appointments

The term tenure-track refers to the annual appointment of a member of the full-time faculty who will be eligible to apply for tenure upon completion of the requirements specified in Section 3.4.2. During the probationary period, tenure-track faculty may expect the appointment to be renewed unless notified otherwise in accordance with the Non-Reappointment Policy (see Section 3.8.3). Tenure-track appointments at Dillard University normally require the possession of the terminal degree in the discipline or field to which the appointee is assigned. The definition of the terminal degree is consistent with the standards of the American Association of University Professors (AAUP).

Tenure-track faculty must participate in the tenure and promotion process by developing an Academic Plan that measures progress toward these goals (see Section 3.3.2.6). Tenure-track faculty must apply for promotion and tenure during the first semester of the sixth year of service or may apply earlier, if either credit for prior service has been awarded at the time of initial appointment or exceptional academic performance can be demonstrated (see Section 3.4). The burden of proof of exceptional academic performance rests with the candidate and the Academic College Dean. Tenure-track candidates seeking promotion to the rank of Associate Professor must qualify and apply for tenure simultaneously.

Faculty members receiving tenure-track appointments at the University may have one (1) year of prior experience credited toward tenure in accordance with the Reducing the Probationary Period procedures set forth in Section 3.4.2.1 below. Such requests must be made in writing to the VPAA by the candidate before the tenure-track appointment at Dillard University begins. After appropriate consultation with the Chair of the School and Academic College Dean, the VPAA makes a recommendation to the President of the University, who makes the final decision. While credit is normally granted only for faculty experience at a regionally accredited or internationally educational institution of recognized standing, in exceptional circumstances the VPAA may recommend credit for other professional experience and achievement.

2.1.1.3 Non-Tenure Track Appointments

Non-tenure-track faculty, including select librarians, are members of the full-time faculty. They are appointed by the VPAA pursuant to annual appointment letters and may expect their appointment to be renewed unless otherwise notified pursuant to the schedule detailed in the Non-Reappointment Policy (see Section 3.8.3).

The VPAA makes non-tenure track appointments in accordance with the University's Full-time Faculty Recruitment Procedures (see Section 2.2.2). Appointment as non-tenure track faculty depends on the needs of the School and budgetary realities. Based upon their qualifications, non-tenure-track faculty may be promoted in rank.

Non-tenure track faculty may receive employee benefits, vote at meetings of the General Assembly and School faculty meetings, serve on committees (except for those involving tenure decisions), and may apply for grants and faculty development opportunities. They are eligible for cost-of-living adjustments if the University budget allows.

Non-tenure track faculty who meet the criteria of tenure-track faculty may compete for a tenure-track faculty appointment once such a position opens. This is only the case if the non-tenure track faculty member did not previously have tenure-track status and was denied tenure. If awarded a tenure-track appointment, the change in appointment track takes effect on the date specified in the appointment letter issued by the VPAA. Time served during the non-tenure track appointment will not count toward the probationary period before the faculty member may apply for tenure.

Outside of tenure eligibility, full-time faculty with non-tenure track appointments enjoy the same rights and responsibilities as their tenured/tenure-track colleagues.

2.1.1.4 Administrative and Academic Management Faculty Appointments

2.1.1.4.1 Academic College Deans

Academic College Deans are responsible for the overall administration and implementation of programs within their respective Academic Colleges and fulfill those duties outlined below, as

well as in their letter of appointments. They are recruited or appointed in accordance with the procedures set forth in Section 2.2.3.1 of the *Faculty Handbook* and appointed pursuant to annual appointment letters.

Academic College Deans, in their role as administrators, are at-will employees, serve at the pleasure of the VPAA, may be removed from service as a Dean at any time and may resign their position as Academic College Dean at any time. Removal from the Dean position or expiration of the administrative appointment term does not affect the faculty member's original faculty status (if applicable) with the University.

In general, at least 75% of release time of the teaching load of Deans is dedicated to their responsibilities as Dean. Deans are members of the faculty, with voting rights at General Assembly meetings.

The VPAA, School Chairs, and the college full-time faculty of the applicable Academic College annually evaluate the Academic College Deans (see the Office of Academic Affairs for the *Faculty Assessment of Deans Form*).

The Academic College Dean's duties include:

- Serving as a member of the Academic College Deans Council;
- Providing general administration of the Academic College, including developing policies for the Academic College in consultation with School Chairs and Academic College faculty and for making recommendations to the VPAA, and representing the Academic College in the annual budget process of the University. This includes assisting School Chairs with the administration of School budgets and assuming responsibility for keeping expenditures within the approved budget for the Academic College;
- Submitting a recommended schedule of courses for the Academic College for each academic term, furnishing appropriate catalog material and supervising Academic College office personnel;
- Supervising and coordinating the academic and administrative functions of the Schools as related to the mission of the University;
- Assisting the VPAA in identifying outstanding prospective faculty, gathering credentials and other evidence of excellence, and making recommendations for employment of faculty;
- Implementing the University's overall academic plan by designing the Academic College's curriculum in cooperation with School Chairs to ensure the appropriateness and effectiveness of its academic program;
- Assisting each faculty member in the Academic College with the development of an academic plan leading to tenure and promotion;
- Evaluating faculty performance in accordance with procedures outlined in the *Faculty Handbook* and making recommendations to the VPAA and/or appropriate committees for salary increases, promotion and tenure, or termination of employment;
- Promoting the professional growth of faculty appointed to the Academic College by 1) recommending leaves of absence for advanced study to the VPAA; 2) assisting faculty in securing fellowships leading to an advanced degree; 3) recommending teaching load, reductions for research, publishing, and/or grant administration; 4) recommending

financial assistance for participation in professional meetings, recital engagements, workshops, etc.; 5) providing guidance to non-tenured faculty members through evaluation and/or recommendation to the tenure track; and 6) keeping faculty aware of pre- and post-doctoral scholarship and fellowship opportunities in the disciplines within the Academic College;

- Convening meetings of the Academic College faculty;
- Assuring that the Academic College faculty meets University deadlines;
- Assisting the University in fundraising and development activities;
- Assisting the Academic College and the University in the recruitment and retention of students;
- Submitting to the VPAA all required internal reports and minutes;
- Overseeing faculty advisement of students matriculating through the Academic College and the registration procedures for the Academic College;
- Keeping Academic College students abreast of internships, job placements, and graduate/professional school opportunities;
- Approving work-study students in the Academic College and providing supervision of those students; and
- Performing other duties as assigned by the VPAA.

2.1.1.4.2 School Chairs

The School Chairs provide leadership and direction and coordinate the work of School faculty in carrying out the mission of the University, as well as fulfill those specific duties listed below. They also assist in the development of the full-time faculty in teaching, research, and service.

School Chairs report directly to Academic College Deans and are evaluated annually by the Deans and School faculty (see the Office of Academic Affairs for the *Faculty Assessment of Chairs Form.*)

Appointment

School Chairs are appointed/recruited in accordance with the recruitment procedures and guidelines in Section 2.2.3.

Release Time

In general, at least 25% of release time of the teaching load of School Chairs is dedicated to their responsibilities as Chair. Depending upon other select factors (number of faculty supervised, number of majors and program coordinators, joint appointment of chair and program coordinator, accreditation status, semester hour generation, number of majors, etc.), including the budget and the needs of the University, a stipend may be offered along with the release time. School Chairs are members of the full-time faculty.

Duties

The School Chair's duties include:

- Managing the School's academic program(s) and collaborating in the development and implementation of cross-disciplinary and cross-college programs;

- Maintaining the quality and effectiveness of the academic program(s) that involve(s) continuing curriculum review, assessment and improvement, as well as the maintenance of records and other activities appropriate to continuing evaluation and redesign;
- Coordinating grant-writing efforts of the faculty in developing programs for the School, Academic College, and the University;
- Assisting Academic College Deans in encouraging the professional academic development of faculty members in the School through guiding and overseeing their individual academic plans;
- Assisting Academic College Deans in setting the priorities for the departmental budget and administrating its expenditures;
- Preparing all reports requested on departmental activities, both for reviews within the University and for external organizations;
- Convening and conducting meetings of the School faculty;
- Evaluating all faculty in the School including Program/Level Coordinators, and
- Performing other duties as assigned by the Academic College Dean and/or the VPAA.

Leaves and Termination of Chair Appointments

In the event a Chair is approved for a sabbatical or other planned leave during his or her term, a temporary Chair who will serve in that capacity for the duration of the Chair's leave will be appointed. The temporary Chair must meet the qualifications required for serving as a Chair. The Chair nominates the temporary chair replacement, subject to the approval of the Academic College Dean, the VPAA, and the President. The temporary Chair will receive a teaching load reduction during the original Chair's period of leave.

A Chair may also resign his/her appointment at any time during its duration, subject to the acceptance of the Academic College Dean and the VPAA.

Removal from the Chair position or expiration of the Chair's appointment term does not affect the faculty member's original faculty status (if applicable) with the University.

2.1.1.4.3 Program/Level Coordinators

For each major in a degree program, the University assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the University does not identify a major, this requirement applies to a curricular area or concentration (adapted from SACSCOC Principles for Accreditation).

Program/Level Coordinators report directly to School Chairs and are evaluated annually by the Chair and School faculty (see the Office of Academic Affairs for the *Faculty Assessment of Program Coordinator's Form*).

Appointment

Program/Level Coordinators are appointed/recruited in accordance with the recruitment procedures and guidelines in Section 2.2.3.

Release Time

Program/Level Coordinators receive 25% release time. This act of service will count towards annual service for faculty evaluation. Program/Level Coordinators are members of the full-time faculty.

Duties

The Program/Level Coordinator's duties include:

- Conducting curriculum development and review of the major;
- Conducting curriculum development and review of discipline courses for the general education program;
- Chairing the search committee and recommending to the School Chair credentialed faculty for hire in the major;
- Recommending courses for Fall and Spring schedules, and summer sessions;
- Developing and monitoring course and major retention plans;
- Assessing and evaluating the program for institutional effectiveness; and
- Performing other duties associated with the success of the degree program.

Leaves and Termination of Program/Level Coordinator Appointments

In the event that a Program/Level Coordinator is approved for a sabbatical or other planned leave during his or her term, a temporary Program/Level Coordinator who will serve in that capacity for the duration of the Program/Level Coordinator's leave may be appointed. The temporary Program/Level Coordinator should meet the requisite qualifications. The temporary Program/Level Coordinator will receive a teaching load reduction during the original Program/Level Coordinator's period of leave.

A Program/Level Coordinator may also resign his/her appointment at the end of the academic year, subject to the acceptance of the Academic College Dean and the VPAA.

In the unusual event a Program/Level Coordinator's performance requires he/she be replaced before the term has expired, a Program/Level Coordinator's administrative appointment may be terminated by the VPAA. Such removal shall be based on the recommendation of the Academic College Dean and only after the Academic College Dean's consultation with School full-time faculty.

Removal from the administrative position or expiration of the appointment term does not affect the faculty member's original faculty status (if applicable) with the University.

2.1.2 Auxiliary Faculty Appointments

Auxiliary faculty participate in one of the University's academic programs and make a substantial contribution to the academic activities of the University's various colleges. Auxiliary faculty professional activities do not span the full range of responsibilities of the full-time faculty. Auxiliary faculty may be appointed to the title of Adjunct, Artist/Scholar-in Residence, Clinical, Instructional Assistant, Laboratory Instructor, Lecturer, Faculty Researcher, or Visiting Faculty.

Auxiliary faculty are employed via term appointment letters (see Section 2.4.1.3) on either a full or part-time basis and perform those duties and responsibilities as stated in their respective letters

of appointment. In accordance with SACSCOC requirements, auxiliary faculty members must possess the appropriate academic credentials and/or equivalent professional experience to teach courses/labs in their academic discipline if assigned teaching responsibilities (see Section 2.3.2). Reappointment of auxiliary faculty is at the discretion of the University and successive reappointments do not confer continuing employment status and imply no employment rights beyond the duration of the term of employment set forth in the faculty member's appointment letter.

Auxiliary faculty are not members of the General Assembly and thus do not enjoy voting privileges at such meetings; although they are invited to attend General Assembly meetings, as well as school/program faculty meetings. Moreover, auxiliary faculty do not participate in the University's governance committee structure.

Auxiliary faculty are subject to the following conditions, unless otherwise specifically provided in their individual appointment letter or elsewhere in this *Faculty Handbook*:

1. Auxiliary faculty shall fulfill those duties and responsibilities set forth in Section 3.2 related to teaching, as well as other duties as stated in the faculty member's individual appointment letters.
2. Full-time auxiliary faculty have the rights and privileges of full-time faculty as specified in:
 - a. Faculty Rights and Professional Conduct (see Section 3.1);
 - b. Faculty Personnel Files (see Section 3.5);
 - c. Compensation, Benefits, and Leaves (see Section 3.6);
 - d. Faculty Grievance Policy (see Section 3.9).
3. The use of rank designation for auxiliary faculty shall not be construed as eligibility for promotion in rank; auxiliary faculty are ineligible for promotion in rank.
4. Auxiliary faculty are not eligible for tenure or sabbatical leave.
5. Auxiliary faculty are subject to the evaluation policies and procedures described in the Evaluation of Auxiliary Faculty (see Section 3.3.3).

2.1.2.1 Adjunct Faculty

Adjunct faculty are part-time, at-will employees, appointed on a semester-by-semester basis by the VPAA, in accordance with the specified needs of the University and, if applicable, the results of teaching evaluations.

The Adjunct designation may include administrative employees of the University or external individuals who, from time to time, teach specific courses in disciplines where they demonstrate appropriate academic preparation or alternative professional experience in accordance with the Southern Association of Colleges and Schools Commission on College ("SACSCOC") requirements (see Section 2.3.2). The University will credit an adjunct faculty member with (a) 2 1/4 hours of service (representing a combination of teaching or classroom time and time performing related tasks such as class preparation and grading of examinations or papers) per week for each hour of teaching or classroom time (in other words, in addition to crediting an hour of service for each hour teaching in the classroom, this method would credit an additional 1 1/4 hours for activities such as class preparation and grading) and, separately (b) an hour of service per week

for each additional hour outside of the classroom the faculty member spends performing duties he or she is required to perform (such as required office hours or required attendance at meetings).

Adjunct faculty members are employed when teaching-load considerations for full-time faculty preclude offering required courses or when specific expertise will enhance the educational effectiveness of the institution. Adjunct faculty members teach no more than nine credit hours in any given semester (Fall or Spring) and/or 5 credit hours during the summer term.

Adjunct faculty members do not participate in standing committee work, do not represent the University at professional, business, or civic meetings, or advise students. However, they offer 2 hours per 3 credit hour course of office time per week for students enrolled in their course(s) which they are employed to teach. They also do not participate in governance matters and are not eligible for tenure or promotion. They have no contractual security beyond the current semester contract and are not eligible for funding for faculty development, sabbatical leave, or inclusion in the University's health, dental, life insurance, or retirement plans. Moreover, Adjunct faculty are considered exempt under FLSA. Accordingly, they are not required to be paid for overtime and do not have to meet a salary threshold.

Adjunct faculty generally do not hold academic rank; however, individuals who previously held academic rank as a full-time faculty member at an accredited institution of higher education retain the highest rank held while at the institution, with the prefix of Adjunct preceding the rank (i.e., Adjunct Assistant Professor, Adjunct Association Professor, Adjunct Professor). Adjunct faculty, however, are not eligible for promotion in rank.

Because student enrollment and full-time faculty loads may not be determined until after the date an adjunct faculty member signs an appointment letter, an adjunct faculty member's appointment is contingent upon sufficient student enrollment for the course to be taught and upon that course not being assigned as part of a full-time faculty member's required teaching load. If there is insufficient course enrollment or the course is assigned as part of a full-time faculty member's required teaching load, the University reserves the right to void the adjunct faculty member's appointment.

2.1.2.2 Lecturers

This faculty appointment is reserved for persons whose research, publications, classifications, or other accomplishments are recognized as authoritative and influential in an academic discipline.

2.1.2.3 Clinical and Laboratory Faculty

Clinical instructor faculty appointments are reserved for nurses with required clinical expertise, graduate credentials, and/or certification, who provide clinical supervision, instruction, and evaluation of students in various health care facilities or clinical simulation settings. Current licensure as specified by the School/program of appointment is also required. Based on credentials and experience, initial appointment is made at the rank of Clinical Instructor, Clinical Assistant Professor, or Clinical Associate Professor. Clinical faculty, however, are not eligible for promotion in rank.

Laboratory faculty appointments are reserved for those individuals who possess requisite training and skill to teach laboratory courses and who possess graduate credentials. Laboratory faculty are not eligible for promotion in rank.

2.1.2.4 Artists/Scholars-in Residence

Persons who bring special expertise or recognition to the University may be appointed as artists-or scholars-in-residence. This designation is reserved for individuals whose research, publications, or other accomplishments are recognized as authoritative in such areas as the arts, industry, politics, or other domains outside the academic profession. Length of appointment will be determined at the time of initial appointment.

2.1.2.5 Faculty Researcher

Faculty researcher is a category of auxiliary faculty membership whose primary assignment is research in an Academic College or School of the University. Based on credentials and experience, initial appointment is made at the rank of research instructor, research assistant professor, or research associate professor. Faculty researchers, however, are not eligible for promotion in rank.

Appointment to a faculty researcher position does not necessarily imply a remunerative relationship with the University. Appointment and reappointment may be subject to the availability of external funding and may terminate due to the lack of external funding. Such termination shall not be considered a discharge. In most cases, the generation of adequate research funds is the responsibility of the faculty researcher. When approved by the VPAA, Faculty Researchers may be appointed without external funding.

2.1.2.6 Visiting Professorships

Individuals who satisfy the requirements for appointment to the full-time faculty but who accept an appointment for a specific period, normally not more than one academic year, are designated as visiting professors. The University may make such appointments to enhance the quality of instruction and the national visibility of the University. Visiting professors hold rank commensurate with their qualifications and enjoy all of the rights of tenured or tenure-track faculty members as set forth in Section 3.1 below. As is the case for all auxiliary faculty, however, they do not participate in faculty governance matters or faculty personnel decisions and are not eligible for tenure, promotion, or sabbatical leave.

2.1.3 *Honorific Faculty*

2.1.3.1 Emeritus Faculty

University's Emeritus Policy

The title of Professor Emeritus is an honor, designating a retired faculty member as having demonstrated a distinguished professional career and as having made significant contributions to Dillard University. A tenured faculty member who has served Dillard University with distinction over a period of years may be awarded the title of Emeritus or Emerita (for females) upon retirement. These individuals will be granted the rights and privileges listed below in recognition of their honored role in the University community and their ongoing potential for contributions to the intellectual and cultural life of the University. The President may confer the title of Emeritus upon any retiring tenured professor who has given honorable and distinguished full-time service to the University. The title will follow the regular professional title, e.g., professor of history, emeritus.

Eligibility

The President may confer the title of Emeritus upon any retiring or retired tenured professor who has given honorable and distinguished full time instruction, research (funded grants), service or administrative service to the University. The tenured professor considered for emeritus status must have: earned the rank of Professor, worked at least 25 years in higher education and worked at least 20 years at Dillard University.

Tenured faculty members who have served in an administrative capacity may also be eligible for emeritus status if they also held a faculty appointment.

Nomination and Selection Process

A retiring or retired faculty member may be nominated or nominate themselves to their School Chair. The faculty senate may also nominate a faculty member. A nomination will consist of a letter outlining the faculty member's history of distinguished instruction, research (funded grants) and service **OR** history of distinguished instruction **and** administrative service to the University and will be supported by a minimum of three full professors of the University. At least one of the letters should be from a professor outside the retiring faculty member's School. All nominations should be forwarded to the appropriate College Dean, who will either approve or deny the nomination. The decision of the Dean to not forward a nomination for emeritus status shall not be subject to appeal.

The VPAA will review all received nominations and will make a recommendation to the president to either confer/not confer emeritus status. This recommendation shall not be subject to appeal.

The President will confer the emeritus title at the last General Assembly meeting of the academic year.

Emeritus Benefits

The Professor Emeritus will receive the following privileges:

1. Permanent transfer of University computer at time of retirement to faculty member for home use;
2. Attendance at graduation, baccalaureate, and convocations in full regalia;
3. Recognition at University commencement ceremonies;
4. Listing in University catalog as emeritus faculty;
5. Shared office space and laboratory space, if available;
6. Eligibility for research and other grants with the approval and cooperation of the appropriate School/program; ID card with full faculty library rights and privileges;
7. Preference in part-time teaching opportunities, if requested and available;
8. Full faculty privileges to attend campus cultural and athletic events; and
9. Participation in campus seminars, colloquia, lectures, and other scholarly pursuits.

Obligations of the Emeritus to the University

The Professor Emeritus should:

1. Identify him/herself as an emeritus faculty member from Dillard University in any professional activity that pertains to service at the university or use of its resources;

2. Adhere to the highest academic, civic, and ethical standards;
3. Understand there is no remuneration received for the title, and he/she does not exercise any of the normal administrative functions associated with the title professor; and
4. Understand that he/she is not entitled to membership of the General Assembly or any other University body.

The President reserves the right to rescind an Emeritus/Emerita designation should circumstances warrant such an action.

2.1.3.2 Endowed, Eminent, or Named Chairs

The University reserves the right to make faculty appointments that carry the additional title of an endowed, eminent, or named chair. The holder of an endowed or named chair must satisfy the conditions associated with that chair. Typically, though not necessarily, holders of endowed or named chairs will be tenured faculty.

Faculty appointed to endowed or named chair positions shall hold that designation at the pleasure of the University according to the terms of endowment or grant. Appointments to eminent or endowed chairs, which are rotating or non-rotating, may be made on the basis of a national faculty search. Appointments to named or rotating professorships are made from current or recruited University faculty and carry renewable one-year terms. Appointment and reappointments to these professorships are made by the President upon recommendation of the VPAA.

Holders of these chairs may receive an annual discretionary support budget, if the University determines the annual budget allows.

2.1.4 Instructional Staff

2.1.4.1 Instructional Assistant

Instructional assistants possess the requisite training and skill to provide technical and instructional support. At a minimum, instructional assistants must hold (a) a master's in the teaching discipline or 18 graduate semester hours in the teaching discipline or exceptional alternative qualification to teach in the discipline; (b) direct supervision by a full-time faculty member experienced in the teaching discipline; (c) regular in-service training; and (d) planned and periodic evaluations.

Instructional assistants are staff, as opposed to faculty, and may be hired on a part-time or full-time basis for a semester or a number of years as need dictates. Instructional assistants may be re-hired upon School need. Instructional assistants are subject to the terms and conditions of employment set forth in the *Dillard University Employee Handbook*.

2.2 Faculty Recruitment

In order to ensure the greatest possibility of hiring the most qualified faculty, positions will, except in rare circumstances with the approval of the VPAA, be filled through national searches according to the procedures summarized herein. The University employs competent faculty members qualified to accomplish the mission and goals of the institution.

When determining acceptable qualifications of the faculty, the University gives primary consideration to the highest earned degree in the discipline. Also, the University considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and

awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the Search Committee (if applicable), the School Chair, and the Academic College Dean are responsible for justifying and documenting the qualifications of the recommended faculty (see attached Faculty Roster Form). Dillard defines faculty qualifications using Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) credential guidelines (see the Faculty Credentials Policy in Section 2.3.2 for additional information).

2.2.1 General Faculty Recruitment Guidelines

The University is committed to a fair and equitable hiring process for all full-time and auxiliary faculty members. The University seeks to recruit faculty who:

- Satisfy the specific criteria expressed in the position description;
- Strengthen the discipline and the Academic College seeking new faculty;
- Sustain and, where possible, increase the intellectual, ethnic, gender and/or cultural diversity of the faculty in order to bring new perspectives and visions to a particular School, Academic College, or to the University as a whole;
- Enhance the academic success of students;
- Remain active and committed to their personal professional development;
- Embrace the overall educational mission of the University as a liberal arts institution;
- Fulfill the objectives of their particular Academic College and School; and
- Demonstrate the potential to meet the performance criteria leading to tenure and/or promotion as applicable.

2.2.1.1 Prioritization of Positions

The VPAA allocates faculty positions after consultation with the Academic College Deans, the Vice President for Business and Finance, and the University President. When a position is approved, the Academic College Dean informs the School Chair of the opening. In the event the School does not have a Dean, the VPAA will inform the Chair of the opening. The Chair confers with School faculty and writes a preliminary job description in accordance with academic requirements and University guidelines. The Academic College Dean makes any necessary revisions in concert with the Office of Human Resources to ensure appropriate language in compliance with state and federal laws, including but not limited to, equal employment opportunity requirements. The VPAA then authorizes the advertisement of the position in appropriate journals and publications. The Office of Human Resources receives applications for tracking control.

2.2.2 Full-time Faculty Recruitment Procedures

2.2.2.1 The Search Committee

A search committee is formed when recruiting full-time tenure-track or non-tenure track faculty at the assistant professor rank or higher. The Chair of the School is responsible for setting up the search committee. The committee consists of two members of the full-time faculty from the hiring School, one of whom should be tenured; one full-time faculty member from the School not doing the search, one student from the Academic Program chosen by the School Chair; and the

appropriate Program Coordinator or the individual acting in that capacity. Every effort is made to include full-time faculty representatives with the necessary expertise to select the candidate who best satisfies the criteria for the position. At the School Chair's discretion, the Search Committee may also consist of additional members of the full-time faculty and internal or external University representatives depending on the nature of the position or required by applicable accreditation requirements.

The School Chair shall always be a member of the Search Committee, but not necessarily the chair of the committee. The Academic College Dean and the School Chair will confer with the VPAA or designee to appoint the chair and the secretary of the committee, whose responsibility is to ensure that appropriate procedures are followed throughout the search.

2.2.2.2 Launching the Search

The Academic College Dean requests the appropriate School to prepare a list of interview questions for the Search Committee. At the first meeting, the Academic College Dean and School Chair reviews the position description with the committee members and discusses the procedures that govern committee proceedings.

A representative from the Office of Academic Affairs and the Office of Human Resources reviews with the Search Committee the applicable legal and ethical procedures, interview questions, equal opportunity guidelines, and other relevant issues, such as maintaining confidentiality throughout the process. A representative from the Office of Human Resources also discusses with the committee various strategies for attracting candidates who will increase the quality and diversity of the pool of candidates, and ultimately of the faculty.

2.2.2.3 Selection of Finalists

After compiling a pool of candidates, the Search Committee conducts interviews, rates the candidates, and selects a group of finalists. During these interviews, all candidates will be notified that any job offer is contingent upon successful completion of employment eligibility verification, background, and reference checks. The Academic College Dean requests permission from the VPAA to invite finalists for either an onsite or electronic interview (e.g. Skype).

During the interview process, candidates meet with the Search Committee, other members of the appropriate School, additional selected faculty and students, the Academic College Dean, the VPAA, and the President, if possible. Candidates may be required to teach a representative class, make a scholarly presentation or creative demonstration so that the Search Committee et al. can evaluate these fundamental aspects of the candidates' professional competence.

After the formal interview, every member of the Search Committee rates each candidate according to a rubric that aligns with the job description, the interview questions, the requirements listed in the *Faculty Handbook*, and the dossier presented by the candidate. After individually rating the candidates, an assessment meeting is held to discuss findings and determine the list of three finalists.

The Search Committee forwards the list of finalists and their ratings to the Academic College Dean, who submits a recommendation to the VPAA. Included in the form shall be a narrative description of each of the finalist's strengths and weaknesses and order of preference. The VPAA will determine whether an offer of employment will be made to the recommended candidate or if further interviewing or search procedures should take place. Individual Search Committee members shall not communicate directly with candidates regarding the search and selection

process. All communication regarding the selection process shall be coordinated through an individual designated by the VPAA. This restriction shall apply even when the candidate is internal.

The offer of salary and position is the responsibility of the VPAA and is contingent upon verification of the candidate's academic credentials or alternative experience qualifications credentials (see Section 2.3.2) and the successful completion of requisite employment eligibility verification, background, and reference checks. Following verification of the candidate's credentials and the successful completion of the requisite employment screens, the VPAA will issue the formal offer letter, which shall include, but not be limited to, the faculty member's salary, position (including whether the position is tenure-track or non-tenure track), academic rank, and primary academic unit designation.

Note: Since years in academic rank are calculated based on full academic years, full-time faculty who join the University after November 1 will have their year in rank calculated starting with the succeeding full academic year.

2.2.3 Administrative and Academic Management Faculty Recruitment Procedures

2.2.3.1 Academic College Deans

Academic College Deans may be appointed or selected by a Search Committee appointed by the VPAA. The Committee shall be composed of faculty members and Chairs of the prospective Academic College, and selected staff members. After compiling a pool of candidates, the Search Committee conducts telephone interviews, rates the candidates, and selects a group of finalists. The chair of the Committee requests permission from the VPAA to invite finalists for onsite interviews. During the interview process, candidates meet with the Search Committee, other members of the appropriate Academic College, the Academic College Deans, the VPAA, and the President, if possible. Candidates will also be notified that any job offer is contingent upon successful completion of employment eligibility verification, background, and reference checks. Moreover, notice of the availability of the University's Annual Security Report will be provided to the interviewee, if the position was advertised. After the formal interview, every member of the Search Committee rates each candidate according to the rubric that aligns with the job description, the interview questions, the requirements listed in the *Faculty Handbook*, and the dossier presented by the candidate. After individually rating the candidates, an assessment meeting is held to discuss findings and determine the list of finalists. The Chair of the Search Committee forwards the list of finalists and their ratings to the Provost who submits the "*Recommendation for Employment Form*" to the VPAA. The VPAA will determine whether an offer of employment will be made to the recommended candidate. The offer of salary and position is the responsibility of the VPAA.

2.2.3.2 School Chairs

School Chairs are appointed/recruited by the Academic College Deans, following consultation with members of the school/program search committee. If recruited, a similar process as described for the recruitment of Academic College Deans above shall be followed. The Academic College Dean reviews the candidates and informs the VPAA of his/her ranked selections. The VPAA will determine whether an offer of employment will be made to the recommended candidate.

2.2.3.3 Program/Level Coordinators

Program/Level Coordinators are appointed/selected according to their credentials by the School Chair or recruited according to Section 2.2.2. The School Chair informs the Academic College Dean, who informs the VPAA of the selection. The VPAA will determine whether an offer of employment will be made to the recommended candidate.

2.2.4 Auxiliary Faculty Recruitment Procedures

Auxiliary Faculty members are appointed by the VPAA according to the following procedures:

1. Upon the recommendation of, and in consultation with the School Chair, the Academic College Dean will review and assess the needs of the University and the School and recommend to the VPAA the need to fill the position.
2. Following approval by the VPAA, the School Chair, in consultation with the Academic College Dean and Human Resources, develops a description of the faculty position and determines criteria, procedures, advertising needs and a timeline for application. All recruiting practices utilized by the School Chair will be consistent with the University's commitment to equal opportunity;
3. The School Chair reviews the applications and supporting documents and decides which candidate(s) to interview, including the frequency of the interviews.
4. Initial interviews will include meetings with the applicable School Chair. Applicants for positions that require course or laboratory instruction may be requested to give a lecture as part of the interview process.
5. During the interview process, all candidates will be notified that any job offer is contingent upon successful completion of employment eligibility verification, background, and reference checks. Moreover, notice of the availability of the University's Annual Security Report will be provided to the interviewee, if the position was advertised.
6. The School Chair will recommend to the Academic College Dean candidates for final interviews with the Dean and, if applicable, the VPAA. The final decision to extend an appointment offer rests with the VPAA.
7. The VPAA will extend a written offer to the final candidate that is contingent upon verification of the candidate's academic or alternative qualification credentials and the successful completion of requisite verification, background, and reference checks.
8. Following verification of the candidate's credentials and the successful completion of the verification, background, and reference checks, the VPAA will issue a formal term appointment contract stating the terms of employment including the position, length of appointment, course(s) to be taught and the date by which the signed contract must be returned.
9. For the appointment to become valid, the candidate must sign and return to the Academic Affairs Office on or before the date indicated in the offer the appointment contract. Offers of employment not accepted and returned within the date indicated in the contract will be considered null and void.

Note: The above procedures do not apply to current University staff who desire to teach a course as an adjunct instructor. University staff who desire to teach a University course must receive

approval from the staff member's immediate supervisor and the applicable School Chair. An eligible staff employee will be granted a secondary assignment to teach a course as an adjunct instructor only if one of the following conditions exists:

1. The staff member teaches the course during non-work hours (i.e., evenings or weekends);
2. The staff member teaches without charge to the University if the teaching is done during regular working hours and the employee's supervisor and the applicable School Chair approve the teaching assignment.

Upon approval, the staff member's academic credentials or exceptional alternative qualifications must be verified in accordance with the Faculty Credentials Policy (see Section 2.3.2) prior to being assigned the course.

2.3 Faculty Ranks and Credentials

2.3.1 Faculty Rank

At the time of initial appointment, the VPAA shall approve the faculty rank for all full-time faculty after receiving and considering the recommendation from the appropriate School Chair, Academic College Dean, and search committee. Designation of rank shall include identification of the faculty member's program area(s).

Change in faculty rank is assigned as a result of the promotional process (see Section 3.4). In both cases, faculty rank is assigned on the basis of the following criteria, which are regarded as minimum requirements and do not automatically determine rank:

2.3.1.1 Instructor

The rank of instructor, which is a non-tenure track rank, is assigned to full-time faculty who meet the following minimum standards and criteria, but not the minimum standards and criteria for a higher rank:

1. **Academic Qualifications:** For appointment at the rank of instructor, candidates must have completed a minimum of 18 hours of graduate work in the faculty member's teaching field, from either an accredited institution or an internationally recognized institution of higher education or exceptional alternative equivalent experience (see Section 2.3.2 below).
2. **Teaching Effectiveness:** While no teaching experience is required to be appointed to the rank of instructor, the candidate must be able to demonstrate qualities that indicate potential and promise as an effective educator.

Instructors who have earned the terminal degree in the field of appointment from either an accredited institution or an internationally recognized institution of higher education may apply for and be automatically promoted to the rank of assistant professor.

Note: Instructors who compete for and are appointed to a tenure-track position will not be credited for time served at instructor rank.

2.3.1.2 Assistant Professor

The rank of assistant professor is assigned to full-time faculty who meet the following minimum standards and criteria, but not the minimum standards and criteria for a higher rank:

1. **Academic Qualifications:** Full-time faculty appointed to the rank of assistant professor, whether via an initial appointment or promotion application, must hold the terminal degree in his/her discipline from either an accredited institution or an internationally recognized institution of higher education. Individuals that do not possess the terminal degree in their discipline must have the requisite exceptional alternative equivalent experience (see Section 2.3.2 below) to teach courses in the discipline.
2. **Additional Criteria:** In addition to academic or exceptional alternative equivalent experience qualifications, applicants seeking an initial appointment at the University to the rank of assistant professor must demonstrate qualities that indicate potential and promise as an effective educator. Full-time faculty seeking promotion to the assistant professor rank must demonstrate evidence of a developing record of continued professional growth and permanent value to the University in each of the following three areas as attested to by the evaluative criteria and procedures of the University (see Section 3.3.1):
 - a. Effective teaching (see Section 3.3.1.1);
 - b. Evidence of disciplinary scholarship activity (see Section 3.3.1.2); and
 - c. Evidence of a developing record of service, particularly at the school/program level, as well as external service to the profession (see Section 3.3.1.3).

2.3.1.3 Associate Professor

The rank of associate professor is assigned to candidates who meet the following minimum requirements:

1. **Academic Qualifications:** Faculty appointed to the rank of associate professor must hold the terminal degree in his/her discipline from either an accredited institution or an internationally recognized institution of higher education or exceptional alternative equivalent experience (see Section 2.3.2 below) to teach courses in the discipline; and
2. **Length of Time in Rank as Assistant Professor:** The candidate must have a minimum of five (5) years of full-time teaching experience at an accredited institution or an internationally recognized institution of higher education as an assistant professor. For full-time faculty seeking promotion to the rank of Associate Professor, at least one of the five (5) years of teaching experience must be served at Dillard University.

Professional performance, not years of employment, and fulfillment of all the promotion and tenure (if applicable) requirements justifies promotion to the rank of associate professor.

The candidate must present evidence of excellence as a teacher (see Section 3.3.1.1) and demonstrate value to the University and the discipline through active scholarship activities (see Section 3.3.1.2). contributions to review journals, research, scholarly publications, and creative works. One external letter and two internal letters attesting the scholarly productivity and academic performance of faculty members under review are required for promotion to associate professor. A minimum of two publications within five (5) years in a peer-reviewed refereed journal in the candidate's field or related areas is required, along with the other materials documented in Section 3.4. Also, refer to the explicit list of criteria for scholarship outlined in Section 3.3.1.

The associate professor candidate is also expected to have rendered significant service to his/her Academic College, school/program, and the University as a whole, as well as to professional societies and civic associations.

Substandard teaching evaluation will be a sufficient reason to withhold promotion to associate professor regardless of the quality of research and service.

Note: Tenure-track candidates must apply for promotion at the beginning of the first semester of the last year of the probationary period, which for a candidate who begins his/her full-time teaching career at Dillard University is the sixth year of full-time employment in a tenure-track position. A Tenure-track candidate with a probationary period of less than six years due to an award of prior service credit must apply at the beginning of the first semester of the final probationary year.

2.3.1.4 Professor

The University treats promotion to the rank of full professor as a singular honor to be granted only in cases of clearly demonstrated superior achievement in the areas of teaching, scholarship, and service.

The rank of full professor is assigned to candidates who meet the following minimum standards:

1. **Academic Qualifications:** Faculty appointed to the rank of professor must hold the terminal degree in his/her discipline from either an accredited institution or an internationally recognized institution of higher education; and
2. **Length of Time in Rank as Associate Professor:** For appointment to the rank of professor, the candidate must have completed five (5) years of full-time service at an accredited institution or an internationally recognized institution of higher education as an Associate Professor. For full-time faculty seeking promotion to the rank of professor, at least one of the five (5) years of teaching experience must be served at Dillard University.

In addition, the candidate must exceed all requirements for the rank of associate professor, must have made superior scholarly national or global contributions to his/her field. Evidence includes such activities as three or more publications in a peer referred journal in the candidate's field (these publications are different from the two publications which were used in the tenure (if applicable) and promotion process to associate professor), delivery of papers before national professional audiences, a significant and successful history of funded grants in light of the practice in the field, and securing external funds along with other materials documented in Section 3.3.1.

The full professor candidate is also expected to have rendered and to continue to render outstanding service to his/her Academic College, school/program, and the University as a whole, as well as to professional societies and civic associations.

A substandard teaching evaluation within the discipline will be a sufficient reason to withhold promotion to full Professor regardless of the quality of research and service.

2.3.2 Faculty Credentials

It is the policy of Dillard University to ensure every faculty member and class instructor assigned to teach credit bearing coursework meet or exceed the minimum faculty credentialing requirements set forth below. This policy applies to all individuals assigned teaching responsibilities for academic credit.

2.3.2.1 Credential Guidelines

2.3.2.1.1 Academic Credentials

When determining acceptable credentials of its faculty and course instructors, the University will

generally require the following as evidence of acceptable academic qualifications:

1. Individuals teaching *undergraduate courses* must hold a terminal or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
 - a. At least 25% of the discipline course hours in each undergraduate major must be taught by appointed faculty holding the terminal degree - usually the earned doctorate - in the discipline;
2. *Instructional Assistants* must hold a master's degree in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a full or part-time appointed faculty member experienced in the teaching discipline, regular in-service training and planned and periodic evaluations.

Note: Individuals assigned to teach online and hybrid courses must possess the same formal educational qualification profile as those assigned to teach face-to-face classes.

2.3.2.1.2 Exceptional Alternative Qualifications

Alternative exceptions may be made for individuals who do not meet the above academic qualifications but who are considered by the University to possess other demonstrated competencies and achievements that provide evidence to support effective teaching and student achievement.

In order to be considered for an exception, instructors must demonstrate that peers recognize them as a respected authority in the field. The fact that an individual has taught a particular subject or field for a number of years does not carry sufficient weight by itself to justify an exception. All faculty are expected to have a broad base of knowledge in a discipline or field such as knowledge obtained through formal academic training in a graduate degree program. Similarly, if professional experience (e.g., in business) is to be considered in lieu of formal academic preparation, the experience must span many years and encompass a broad range of positions with increasing levels of responsibility. Truly outstanding achievements in job performance must exist and must be documented and judged by professional faculty to conclude the individual is exceptionally competent and knowledgeable in the teaching field or discipline.

2.3.2.2 Verification of Credentials

It is the responsibility of the School Chairs to certify that the faculty and course instructors of record in their respective School are qualified to teach the courses they are assigned, whether it is through the verification of formal educational credentials or exceptional alternative qualifications. Prior to any current faculty member or course instructor teaching a newly assigned course for academic credit, the procedures outlined below must be followed. For prospective faculty members, the procedures detailed below are followed as part of the recruitment process.

The University defines an "Instructor of Record" as the individual designated by the School Chair that has overall responsibility for the development/implementation of the syllabus, the achievement of student learning outcomes included as part of the syllabus, and for issuing grades. For team-based courses in which multiple instructors participate in the design, delivery and assessment of the course, the School Chairs will identify a team coordinator, who will serve as the Instructor of Record.

2.3.2.2.1 Verification of Academic Credentials

1. The School Chair will collect and examine all documents needed to demonstrate the current or prospective faculty member/instructor's academic credentials satisfy the qualification guidelines. This documentation includes, but is not limited to:
 - a. A current curriculum vita;
 - b. Official transcripts (indicating terminal degree or other appropriate transcripts);
 - c. Appropriate licenses or certifications; and
 - d. Verification of employment related to teaching experience (as needed).
2. In initially assessing the academic transcript, the School Chair must ensure the transcript includes the following elements:
 - a. The issuing institution's official seal;
 - b. Signature of the appropriate authorizing agent, preferably the institution's registrar;
 - c. The institution's official letterhead or stationary;
 - d. The institution's watermark or other identifier; and
 - e. The date of issue.
3. If a transcript is unclear, the School Chair (or a designee) will contact the institution producing the transcript and request additional information regarding the transcript or courses in question. Documentation received in response to such a request will be placed in the faculty member/instructor's personnel file. Only course work and degrees granted by an accredited college or university will be accepted for credentialing purposes. In the event the institution ceases to exist and there are no records or method of verification, references to support academic course work must be provided by the instructor or prospective faculty member.
 - a. **Foreign Academic Credentials:** In those instances where a faculty member/course instructor holds a degree and/or graduate credit hours from an institution in another country, it will be necessary for the individual to obtain an independent evaluation of his or her teaching credentials. The evaluation must be completed by an evaluation service acceptable to the University. Costs, if any, associated with this service will be the responsibility of the faculty member/instructor.
4. If, as a result of the document review, it is determined by the School Chair that the faculty member/instructor's academic credentials satisfy Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC") academic credentials guidelines, the School Chair will complete the Faculty Roster Form and forward it to the dean for approval.
5. If the Academic College Dean agrees with the School Chair's assessment, the Academic College Dean will sign the Faculty Roster Form and forward it the Office of Academic Affairs for inclusion in the faculty member/instructor's personnel file.
6. The Faculty Roster Form must be signed by the School Chair, the Academic College Dean, and the VPAA prior to the faculty member/instructor being assigned to teach a course or the prospective faculty member receiving a faculty appointment.

2.3.2.2.2 Verification of Exceptional Alternative Qualifications

In cases where a current or prospective faculty member/instructor does not possess the recommended educational credentials, exceptional alternative qualifications will need to be approved and documented by the School Chair and appropriate Academic College Dean on the Faculty Roster Form and then submitted to the VPAA for approval in accordance with the following procedures:

1. The School Chair's documentation must include a copy of the faculty member/instructor or prospective faculty member's C.V., as well as a written narrative explanation of the individual's exceptional alternative qualifications to teach the specific courses that may be assigned based on:
 - a. The individual's academic and professional preparation;
 - b. Diplomas, certificates, or relevant licensures;
 - c. Publications and presentations in the field; honors, awards, and professional recognitions;
or
 - d. Other demonstrated competencies, skills, and experiences which the current or prospective faculty member brings to the University.
2. If it is determined by the School Chair that the individual's exceptional alternative qualifications are clearly tied to the specific course(s) to be taught and establish beyond doubt the individual is exceptionally competent and knowledgeable in the teaching field or discipline, the School Chair will document the justification on the Faculty Roster Form and forward it to the Academic College Dean for approval.
3. If the Academic College Dean agrees with the School Chair's assessment, the Academic College Dean will sign the Faculty Roster Form and forward it to the VPAA, as the President's designee, for final approval and inclusion in the faculty member's personnel file.
4. The Faculty Roster Form must be signed by the School Chair, the Academic College Dean, and the VPAA prior to the individual being assigned to teach a course or the prospective faculty member receiving a faculty appointment.

Note: The acceptance of exceptional alternative qualifications by the University is contingent upon final review and approval by off-site and on-site committees from SACSCOC. In the event SACSCOC disagrees with the University's decision to grant an exception to a faculty member/instructor and an appeal to the accrediting agency is unsuccessful, the faculty member/instructor will be considered out of compliance with both University and accreditation requirements for minimum qualifications. Such a ruling may result in termination, reassignment, or restriction to teaching courses solely in the discipline in which the faculty member holds at least a master's degree with 18 hours in the teaching field.

2.4 Terms of Appointments

2.4.1 Faculty Appointment Letters

Appointment letters define the terms and conditions under which individuals with faculty status are employed by the University for an academic year. University policies described elsewhere in this *Faculty Handbook* determine eligibility to receive a faculty status appointment. Faculty appointment letters at Dillard University are categorized as either annual (renewable) or term-

limited. Another distinction that can be made concerning types of faculty appointments is between full-time and part-time. There are also joint appointments.

Full-time faculty members are required to complete all exit procedures at the end of the academic year, as determined by the School Chair, Academic College Dean, and VPAA.

Note: For foreign national appointees, the faculty member's written appointment letter must stipulate that the appointment is contingent upon the faculty member's continuing ability to comply with verification requirements of the Immigration Reform and Control Act of 1986. Loss of appropriate authorization to work in the U.S. will result in automatic termination of the appointment.

2.4.1.1 Annual Appointment Letters

All full-time tenured, tenure-track and non-tenure track faculty members receive annual appointment letters. Full-time faculty appointments are made in expectation of the faculty member serving for the entire academic year as defined in the current Academic Calendar. Full-time faculty shall be available one week before the official start of classes to attend mandatory faculty and staff institute, college/school/program meetings, orientation, and other meetings.

Full-time tenure-track and non-tenure track faculty members receiving annual appointment letters may expect the appointment to be renewed by the University unless otherwise notified pursuant to the schedule detailed in the Non-Reappointment Policy. Tenured faculty members have appointments that are continuing and shall receive annual appointment letters each academic year until the faculty member either (a) resigns, (b) retires, or (c) is dismissed for adequate cause, as a result of a financial exigency, or a formal discontinuance of a degree or program area (see Section 3.8).

The University endeavors to issue annual appointment letters to full-time faculty on or before April 15 for the following academic year. The VPAA should notify the faculty in writing concerning any delay and must give the projected date of issuance. Letters of non-reappointment will be sent to appropriate faculty members in accordance with the Non-Reappointment Policy (see Section 3.8.3).

2.4.1.2 Terminal Annual Appointment Letters

An annual appointment with the descriptor "terminal" is the final annual appointment issued to certain full-time tenure-track and non-tenure track faculty members whose appointments will not be renewed.

2.4.1.3 Term Appointment Letters

Term appointment letters are issued to auxiliary faculty members and are limited to the term of employment outlined in the letter. A term appointment automatically terminates upon the expiration of that period. No notice or action by the University is required to effectuate such termination. Re-employment of the faculty member after expiration of the term of the appointment is solely within the discretion of the University and no other procedures apply.

2.4.2 Primary Faculty Appointment

The primary faculty appointment is in an academic unit through which a faculty member has a primary academic affiliation. It is through this unit that a tenured faculty member holds tenure in

the University, and it is from this unit that recommendations for appointment, promotion, tenure, and other actions concerning a faculty member are initiated. An academic unit, for purposes of an academic appointment and tenure, is usually a School within the University.

A faculty member's primary faculty appointment may be changed to meet the curricular and organizational needs of the University. In such circumstances, the new academic unit must vote on the proposed appointment. Following the vote, the unit will issue a written report to the faculty member's Academic College Dean and VPAA detailing the unit's majority and minority views regarding the proposed appointment. Taking into consideration the unit's report, the VPAA, in consultation with the Academic College Dean, will then decide whether to approve the appointment.

2.4.3 Joint Faculty Appointments

Joint appointments are made for members of the full-time faculty holding academic rank in more than one Academic College or those holding an administrative position in addition to an academic appointment.

Individuals holding dual appointments in more than one Academic College will be fully participating faculty members in each Academic College, with teaching, scholarship, and service expectations negotiated among the faculty member and the Academic College Deans, with final approval from the VPAA. The terms of the joint appointment are delineated in the letter of appointment, including the designation of a primary school/program for the purposes of annual evaluation, promotion, and tenure decisions. Administrators with rank and tenure shall return to the school/program after serving time in the assigned managerial role.

While faculty qualified in more than one area may have joint appointments, tenure can only be conferred in the discipline of the terminal degree.

3.0 Chapter Three: Faculty Policies of the University

3.1 Faculty Rights and Standards of Professional Conduct

This section describes the rights and responsibilities of all individuals granted faculty status at Dillard University with respect to their conduct as professionals. Faculty shall conduct themselves in accordance with the mission and goals of the University, the professional standards described in this *Faculty Handbook*, and the prevailing ethical standards of their discipline(s) or professional organization(s).

3.1.1 Statement on Academic Freedom

Dillard University subscribes to the following 1940 statement on academic freedom of the American Association of University Professors (AAUP), which has been endorsed by nearly all important national organizations of higher education:

“Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student

to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends: specifically, (i) freedom of teaching and research and of extramural activities, and (ii) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Alleged violations of academic freedom may be addressed via the Faculty Grievance Policy (see Section 3.9).

3.1.2 Statement on Professional Ethics

The University affirms and supports the following principles of professional ethics as set forth by the AAUP in its 1987 Statement on Professional Ethics:

“Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance for them. They protect their academic freedom.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show

due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession and to their institution. When they speak or act as private persons they avoid creating the impression that they speak or act for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.”

3.1.3 Statement on Plagiarism

The University affirms and supports the following precepts regarding plagiarism as set forth by the AAUP and stated below:

Every faculty member should be guided by the following:

1. In his or her own work, the faculty member must scrupulously acknowledge every intellectual debt for ideas, methods, and expressions—by means appropriate to the form of communication.
2. Any discovery of suspected plagiarism should be brought at once to the attention of the affected parties and, as appropriate, to the profession at large through proper and effective channels—typically through reviews in or communications to relevant scholarly journals.
3. Faculty members should work to ensure their universities and professional societies adopt clear guidelines respecting plagiarism, appropriate to the disciplines involved, and should insist that regular procedures be in place to deal with violations of those guidelines. The gravity of a charge of plagiarism, by whomever it is made, must not diminish the diligence exercised in determining whether the accusation is valid. In all cases the most scrupulous procedural fairness must be observed, and penalties must be appropriate to the degree of offense.
4. Scholars must make clear the respective contributions of colleagues on a collaborative project, and professors who have the guidance of students as their responsibility must exercise the greatest care not to appropriate a student’s ideas, research, or presentation to the faculty member’s benefit; to do so is to abuse power and trust.
5. In dealing with graduate students, professors must demonstrate by precept and example the necessity of rigorous honesty in the use of sources and of utter respect for the work of others. The same expectations apply to the guidance of undergraduate students, with a special obligation to acquaint students new to the world of higher education with its standards and the means of ensuring intellectual honesty.

3.1.4 Judgment, Decorum, and Collegiality

Faculty members are expected to demonstrate collegiality with all members of the University community and be professional at all times. They are also expected to demonstrate a willingness to contribute in the effective functioning of the institution as a whole, as well as their respective Academic College and school/program.

3.1.5 Adherence to University Policies

Individuals granted faculty status at Dillard University are guided by the mission and goals of the University and are bound by the policies, procedures, and terms of the University, including but not limited to those published in the *Dillard University Faculty Handbook*, the *Dillard University Employee Handbook*, the University Catalog, and applicable Academic College and School publications.

3.1.6 Conflict of Interests

Individuals granted faculty status at Dillard University must be sensitive to situations involving a conflict of interest on their part and the comply with the University's Policy on Ethics and Conflict of Interest (see the *Employee Handbook*).

In addition to the conflicts of interest set forth in the University's Policy on Ethics and Conflict of Interest, faculty must be aware of the following faculty-specific activities may give rise to an allegation of a conflict of interest:

- Teaching, supervising and/or participating in decisions affecting an immediate family member;
- Casting a vote in committee deliberations regarding proposals or actions which lead to a direct personal benefit, as in awarding faculty development funds;
- Accepting remuneration for consulting services or conducting clinics while representing the University in an official capacity;
- Adopting one's own book or other teaching aids that would entail accepting royalties as personal income;
- Making personal use of University resources and facilities for the production of copyrightable or patentable materials;
- Using students, without recompense of salary or academic credit, for work on behalf of an outside agency;
- Using the University's name, facilities, or equipment for personal purposes, or for which the faculty member receives remuneration for private gain;
- Making personal use of University resources to support political candidates or non-profit organizations even though not for remuneration;
- Purchasing major equipment, instruments, or supplies for University teaching or research from a private firm with which the employee is affiliated or receives personal benefits or rewards.

Whenever a member of the faculty is in doubt about whether a conflict of interest exists, the faculty member must provide written notification of the circumstances and any proposed resolution to the faculty member's Academic College Dean. Following consultation, the Academic College Dean will render a judgment regarding how best to resolve the conflict. A statement of the conflict of interest as well as the Dean's proposed resolution will be provided in writing and entered into the faculty member's personnel file. The faculty may appeal the Academic College Dean's judgement in accordance with the Faculty Grievance Policy.

3.1.7 Confidentiality

In their various contractual roles, e.g., as teachers, academic advisors, members of governance committees, members of search committees, School Chairs, Academic College Deans, and faculty members are expected to exercise professional judgment in honoring the confidentiality of information acquired in carrying out their duties. The purpose of maintaining confidentiality is to preserve the rights of individuals to privacy with regard to personal information. This commitment to confidentiality and the professional code of ethics is not intended to conceal violations of procedure or professional misconduct. All faculty must abide by all University policies and procedures, as well as any applicable laws and regulation, addressing confidentiality (e.g. FERPA, Conflicts of Interest, etc.). In addition, all individuals granted faculty status are required to sign a statement of confidentiality annually.

3.1.8 Faculty Conflict of Commitment

Full-time faculty members are expected to have as their primary occupational interest the teaching of classes, advising of students, and the conducting of research. Consequently, any employment outside Dillard University should not be of such a nature as to interfere with this occupation. Conflicts of commitment may arise when there are competing demands upon the time and energy of a faculty member as a result of outside professional activities and interests that could interfere with the faculty member's ability to meet his or her responsibilities to the University.

A faculty member shall disclose employment outside of Dillard University and should disclose external commitments that may interfere with the faculty member's responsibilities to the University. If outside activities and interests cannot be managed by the faculty member to avoid a conflict of commitment or the reasonable appearance of a conflict of commitment, the faculty member must refrain from participating in the activity/interest.

Travel to professional meetings and conferences are desirable and must not conflict with the primary duties of the faculty at Dillard. Where more than two successive classes will be missed because of a faculty member's travel to professional meetings, before planning the trip he/she should coordinate coverage of the classes with the School Chair and College Dean.

Faculty members who cannot satisfactorily discharge their obligations to the University as a result of their outside professional activities may request a part-time appointment or a leave without pay. The VPAA, in consultation with the School Chair and Dean, will determine if such a request is in the best interest of the university and should be approved.

Reason for Policy

Faculty members at Dillard University accept an obligation to avoid conflicts of commitment in carrying out their university education, research, and scholarship and service responsibilities. This policy is intended to assist faculty members in avoiding these conflicts and in finding balance

between activities that enhance the university's core purpose – providing a highly personalized and learning centered approach to teaching (Mission statement) -- and those that detract from it. Examples of situations that may create an actual or a perceived conflict of commitment include but is not limited to:

- Teaching at another university during on-duty periods in an academic year; or otherwise representing oneself as a faculty member of another university.
- Use of one's professional expertise during on-duty periods in an academic year to provide services that compete with services provided by an academic or service entity within the University.
- Participating in private business activities to the detriment of university education, research, scholarship, or service responsibilities.
- Conducting research or novel scientific investigation as a private consultant to outside entities which should be conducted more appropriately as research sponsored through the Office of Sponsored Research and Programs.

Definitions

For purposes of this policy, a conflict of commitment exists when external or other activities are as substantial or demanding as to interfere with the individual's teaching, research, scholarship, or service responsibilities to the university or its students.

Responsibilities

The VPAA, Deans, Chairs, Coordinators, faculty, and the Director of Human Resources are responsible for executing this policy.

Procedures

Faculty members with outside activities and interests shall submit the Reporting Outside Professional Activities Form to the College Dean for review and approval. The College Dean will consult with the School Chair and Program Coordinator to determine whether there is a conflict of commitment. If there is not a conflict of commitment, the faculty member and Dean will sign the form and forward it to the VPAA. The approved form will be placed in the faculty member's file and a copy will be given to the human resources office.

Outside teaching appointments shall be submitted for approval every semester. Requests for non-teaching outside employment shall be submitted annually. Outside employment will not be approved in cases when it is likely to conflict with a faculty member's normal teaching load, office hours, committee work, and other university-related service activities. The VPAA shall have the sole responsibility to determine if a conflict of commitment exists. If the VPAA makes a determination that a Faculty Member's outside employment or activities creates a conflict of commitment, the VPAA shall provide the Faculty Member with a written reason. Failure to address a conflict identified by the VPAA, may result in administrative or disciplinary actions in accordance with the faculty handbook and employee handbook.

Arrangements for outside employment should not involve the use of Dillard University's name or facilities. University employees shall refrain from the personal use of the University's resources and assets in conducting outside activities unless written permission to do so has been obtained from the VPAA. The University assumes no responsibility for the competence or performance of outside employment or activities engaged in by University employees, nor may any responsibility

be implied in any advertising with respect to such activities.

Failure to comply with this policy may result in administrative or disciplinary actions in accordance with the faculty handbook and employee handbook.

3.2 Faculty Duties and Responsibilities

3.2.1 Faculty Workload

To provide the breadth of academic programs required of the University, faculty members perform a complex combination of duties (i.e. workload). Workload may be defined as all faculty activities related to essential professional activities and responsibilities including but not limited to teaching; research and creative activities; student advisement; clinical, institutional, professional and community service; and professional development. As such, workload management requires the realistic assignment of faculty members' time as well as the University's resources.

Faculty members are independent professionals who (a) function in the capacity of teachers, clinicians, advisors, and researchers; (b) participate in institutional and community service projects; (c) work non-conventional, flexible work schedules that complement and facilitate the instructional needs of the students; and (d) engage in scholarly activities whether non-sponsored, individual or organized, and or supported by extramural funding.

Studies indicate most University faculty members work more than the standard 40-hour work week inclusive of clinical, studio and laboratory contact hours in both formal and informal environments. Because of their familiarity with and understanding of the abilities and interests of their faculty members, workload assignments are determined by the faculty's respective School Chairs and/or Academic College Deans and shall not normally exceed 12 credit hours per semester or its equivalent. In times of budgetary constraints, however, the University reserves the right to require faculty to teach between 12 and 15 credit hours per semester and/or to teach more students with an increase to class size. If other administrative duties are assigned to the faculty by the School Chair, Academic College Dean, or the VPAA, the amount of assigned work should be equivalent to the full-time teaching load. Faculty members are not guaranteed a minimum number of credit hours per semester.

An overload of a maximum of three hours shall be offered on a temporary basis and must be financially compensated, if funds permit. See the Overload Policy for additional information.

3.2.2 Teaching Duties and Responsibilities

Individuals granted faculty status at Dillard University that have teaching duties as part of their appointment are expected to fulfill such duties with skill, effectiveness, and professionalism. In fulfilling assigned teaching duties, faculty members are expected to:

- Have a firm command of their subjects and to keep abreast of new developments in the teaching discipline;
- Be time-conscious with respect to their professional responsibilities;
- Plan and organize course material;
- State course objectives, purposes, and requirements in the course syllabus;
- Select and order texts and other supplemental instructional materials;
- Deliver instruction to students and select teaching strategies that facilitate the learning

- process;
- Communicate the teaching subjects effectively;
- Develop and distribute a syllabus for each course or lab taught;
- Prepare, administer, and evaluate conscientiously all student work with impartiality and in a timely manner by submitting grades in accordance with published deadlines;
- Participate in academic program assessment activities;
- Obtain prior approval from their respective School Chair, Academic College Dean, and the VPAA for any period of sustained absence from campus responsibilities;
- Adhere to assigned office hours and class schedules;
- Notify students, in a timely manner, when classes are rescheduled;
- Arrange a convenient time for make-up appointments;
- Take student class/lab attendance daily; and
- Submit class rosters on a scheduled basis.

These teaching duties and responsibilities must be performed in accordance with the academic policies and procedures established by the University (including, but limited to, those below), as well as any supplemental policies and procedures promulgated by the faculty member's Academic College and School. Such activities are evaluated pursuant to evaluation criteria set forth in Sections 3.3.1 and 3.4.

3.2.2.1 Teaching Load

The standard faculty teaching load is 12 credit hours per semester or its equivalent for full-time faculty. For teaching laboratory courses, please see the policies and procedures in the Office of Academic Affairs. The VPAA, in consultation with the School Chair and Academic College Dean, determines faculty teaching loads and student advisement assignments. Whenever possible in assigning teaching loads, the VPAA will endeavor to balance class size and number of preparations. Instructional loads may be adjusted (increased or decreased) on a semester basis based on equitable distribution of students and courses or to serve the best interests of students. This adjustment to ensure that each full-time faculty is teaching a full load (considering semester hours, preparations, and class size), may not yield additional pay.

Faculty teaching team taught courses will each be granted the full credit for the course if both (or all) faculty are present for the entire course. Otherwise, each faculty member in a two-person team taught course will receive either 50% of the credits assigned for that course plus a standard published stipend or 75% of the credits assigned for that course or a course remission after teaching two such courses. Credit assignments for team taught courses with more than two faculty teaching will be assigned by the Academic College Dean in consultation with the School Chair. All team taught courses must have the prior approval of the Academic College Dean.

3.2.2.2 Determination of Teaching Equivalencies

The VPAA, after receiving and considering the recommendation of the appropriate School Chair and Academic College Dean and in consultation with the Faculty Senate, determines teaching equivalencies for workload assignments according to the following considerations:

- The number of student contact hours and extent of faculty preparation required;
- The number of student course credits generated;

- Curricular requirements in effect, such as internships, practicums, and field experiences;
- Standards promulgated by accrediting agencies professional organizations, or disciplinary bodies; and
- Responsibility for organized instructional activities.

3.2.2.3 Teaching Overloads

A teaching overload is defined as any teaching assignment above 12 credit hours per semester or its equivalent.

A faculty member with a full-time appointment who desires to teach more than 12 credit hours per semester must obtain the prior approval of their School Chair and Academic College Dean. If approved, the faculty member will be compensated at the rate published by the Office of Academic Affairs. Any faculty member granted a course reduction will normally not be granted overload approval.

When it becomes necessary to offer additional courses or course sections, supplementary pay may be offered to full-time faculty according to the policies and procedures of the University. In times of budgetary constraints, however, the University reserves the right to require faculty to teach between 12-15 credit hours per semester and/or to teach more students with an increase to class size. When such a circumstance arises, the VPAA shall provide the faculty member advance notice of the overload assignment to allow for adequate course preparation.

No faculty member is entitled to a teaching overload.

3.2.2.4 Release Time

At the discretion of the VPAA and if funds are available, additional release time may also be given to faculty chairing large schools/departments, preparing publications, writing proposals for institutional grants, etc. Release time and/or stipends may be granted by the University, specifically to support (1) presentations at or participation in professional meetings; (2) campus workshops, seminars, and forums; (3) off-campus summer development courses; (4) research projects; (5) short-term travel grants to other campuses to observe model programs and/or confer with colleagues; and (6) the implementation of successful grants. These stipends are offered to all faculty on a competitive basis.

3.2.2.5 Office Hours

To assure student access to faculty, faculty members with full-time appointments must hold no fewer than six (6) office hours a week. Office hours must be included in the course syllabus.

Full-time faculty members must post office hours on his/her office doors at the beginning of each semester, including the summer term, with copies to the School Chair and Academic College Dean.

Faculty members teaching online or hybrid courses, regardless of classification, must also hold six (6) virtual office hours a week by making themselves available via the University's communication tools. Faculty members teaching both traditional and online courses must include at least one hour of availability per week for their online students.

Faculty members assigned to teach online or hybrid courses are expected to post the times they will be available to online students throughout the week via the communication tools provided by the University, recognizing that most distance learners work on their courses in the evenings and

on weekends. Moreover, such faculty members are expected to respond to online student questions within twenty-four (24) hours (weekends excluded) throughout each week the course is scheduled to be offered and to make their presence in a course known by using the communication tools provided by the University.

If, for any reason, a faculty member cannot meet the posted office hours, the faculty member will inform the School Chair and Academic College Dean.

3.2.2.6 Class Attendance

Faculty (Full-time and Auxiliary (adjunct, part-time, clinicians, etc.)) members must keep official roll books (virtual or hard copy) listing class enrollees, attendance, and records of student performance.

Faculty members are expected to meet classes as scheduled, to be punctual, and to maintain an atmosphere of responsible intellectual inquiry. If a faculty member is absent, tardy, or cancels classes, the faculty member must notify the School Chair (or the Chair's administrative assistant) at the earliest possible hour, but prior to the scheduled start of the class. If the School Chair is not available, the faculty member must notify the Academic College Dean (or the Dean's administrative assistant).

Anticipated extended medical leave absences must be reported to the Office of Human Resources in accordance with established Human Resource policy.

3.2.2.7 Course Syllabi

The syllabus is defined as an outline of the content of study. Syllabi include the name of the course, course number, course description, course credit hours, course location, and meeting times, as well as list clear goals, objectives, student learning outcomes, and required texts, course prerequisites, the instructor's name, title, and contact information, office location and hours, class attendance policies, and School and University assessment methods and instruments.

In addition to the contents listed above, each course syllabus must include:

- A bibliography of suggested or required readings;
- Examination dates;
- A summary of course topics to be covered;
- Criteria for grading student's performance;
- Course requirements - outline the specific course requirements a student must achieve to be successful in the course;
- Any additional course and academic program policies, as appropriate (e.g. travel, field experiences, engagement, make-up work, extra credit, etc.);
- Methods of instruction - list the instructional methodologies (e.g. lecture/discussion, student presentations/projects, etc.) which the instructor will use throughout the course;
- A statement on disabilities - provide information on where students must go to obtain special services, if the student has a disability.
- A Title IX statement: The following statement is required for all courses: "Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault, dating

violence, domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator or anonymously online. If you disclose an incident to a faculty member, the faculty member must notify the University's Title IX Coordinator. The University's Sexual and Gender-Based Misconduct Policy is available at www.dillard.edu.

- Disaster Preparedness Statement.

Other essential syllabus items are challenging outside readings, assignments and laboratory-integrated work (if applicable). Faculty members are expected to respond to scholarly developments and advances in their disciplines with syllabi reflecting innovations in engaging teaching pedagogies and course content.

Syllabi must be filed by each faculty member in the Academic College and distributed to students on the first day of class. Annually, the Academic College Deans shall remind the faculty of the syllabus format (see the Office of Academic Affairs for the Syllabus Format). School Chairs assist faculty in meeting these expectations.

3.2.2.8 Grade Reporting

Final grades must be electronically submitted for all students in all classes on or before the date designated by the Registrar. Grade changes or removal of incompletes must be made by faculty on official forms and must be approved by the appropriate School Chair and Academic College Dean. Except for miscalculation of grades, School Chairs and Academic College Deans will not accept grade changes after records for graduation are closed. Incomplete grades should not be given to students who need to complete a substantial amount of the course requirements as assisted by an instructor. Incomplete grades must be removed prior to mid-semester of the next academic semester and only upon the student's completing the remaining course requirements at Dillard University. Final course grades are the property of the institution.

3.2.2.9 Students with Disabilities

The University complies with the requirements of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act. The University will notify the faculty member of the certified disabilities of specific students so that instructors may accommodate the needs of these students. Compliance with established accommodations is not optional. In the event that a faculty member believes that he/she cannot comply with an accommodation, he/she must immediately notify the VPAA. Failure to implement an accommodation may result in discipline.

3.2.2.10 Faculty Safety

Risk management provides expertise, assistance, and coordination for safety in the workplace at Dillard University. Research laboratories present particular concerns for safety. Faculty engaged in laboratory instruction or research is obligated to assure compliance with applicable University safety protocols and federal and state laws and regulations in their labs.

3.2.2.11 Student Safety

Faculty members are expected to arrange for the supervision of students in classrooms, laboratories, and off-campus sites hosting events related to University teaching activities. Faculty members are also expected to instruct students in the proper use of facilities, equipment, and substances that are potentially dangerous. Unsafe conditions and other hazards must be reported

to the School Chair, the Academic College Dean, and the VPAA. The Director of the Physical Plant must also be notified, if the matter falls within his/her area of responsibility.

Pursuant to the University Sexual Misconduct Policy, if a student discloses an incident of sexual misconduct to a faculty member, the faculty member must notify the University's Title IX Coordinator. Faculty are also reminded that pursuant to the Louisiana Child Abuse Reporting Law, all employees are mandated reporters. As such, employees who have a reasonable cause to believe a child under the age of 18 may be subject to abuse or neglect are required by law to promptly report their suspicions to Human Resources. See the Mandatory Reporting of Suspected Child Abuse Policy in the *Employee Handbook*.

3.2.3 *Scholarship Duties and Responsibilities*

All full-time faculty members, as well as other individuals assigned such duties per their appointment letters, have the responsibility to continue their professional development through research, publications, creative works, and professional activities as appropriate to their disciplines. While engaging in such activities, faculty members must follow ethical guidelines, University policies, and applicable laws governing conduct in research.

Scholarship duties and responsibilities must be performed in accordance with policies and procedures established by the University (including, but limited to, those below), as well as any supplemental policies and procedures promulgated by the faculty member's Academic College and School. Such activities are evaluated pursuant to evaluation criteria set forth in Sections 3.3.1.2 and 3.4.

3.2.4 *Service Duties and Responsibilities*

Members of the full-time faculty, as well as other individuals assigned such duties per their appointment letters, have a responsibility to assume a fair share of institutional leadership, including participation in General Assembly, Academic College, and School faculty meetings and service on Academic College, School, and University committees. In discharging their academic, committee, and other assignments, faculty members are obligated to complete each in a professional, timely, and responsible manner. Faculty also are expected to serve the academic, professional, and civic communities with their expertise.

Service duties and responsibilities must be performed in accordance with policies and procedures established by the University (including, but limited to, those below), as well as any supplemental policies and procedures promulgated by the faculty member's Academic College and School. Service activities are evaluated pursuant to evaluation criteria set forth in Sections 3.3.1.3 and 3.4.

3.2.4.1 *Academic Advising*

Advising is an essential responsibility of a full-time faculty member's effectiveness as a teacher. Dillard University recognizes the importance of sound, systematic academic advising for the achievement of educational goals. Advisors have responsibility for that student's course of study. Good relations between advisor and advisee are essential for this process to have optimal effectiveness. Full-time faculty members must participate in continuous training and demonstrate a thorough knowledge of the requirements for graduation within their discipline and Academic College, as well as the core requirements of the University (see the Office of Academic Affairs for the Student Evaluation of Advisement.)

3.2.4.2 Attendance and Participation at Meetings

Full-time faculty members are required to attend and, as appropriate, participate in School, Academic College, and General Assembly meetings and any committee of which they are a member.

3.2.4.3 Attendance at University Ceremonies

Full-time faculty members are required to attend and, as appropriate, participate in the following University-sponsored events: Faculty and Staff Institute, Founders' Day, Honors Day, Baccalaureate and Commencement.

3.2.4.4 Engagement in University-Sponsored Events

Participation in University functions is an important channel for professional growth. University functions include lectures, forums, assemblies, concerts, and official occasions. Not only does the faculty attendance show loyalty to the University community, but also stimulates cultural, social, and intellectual growth.

3.2.4.5 Professional and External Service

Full-time faculty are expected to remain active in their professional organization(s). Examples of professional service include attending professional meetings, program and organizational development, leadership, committee and board membership, and professional presentations. In addition, faculty members are expected to participate in community service activities. See Sections 3.3.1.3 and 3.4 for additional information.

3.2.4.6 Academic Program and Administrative Service Activities

Full-time faculty members are responsible for the development, evaluation, and improvement of the Academic College's curriculum. This includes developing and enhancing current courses; participating in course and academic program assessment and review activities; and recommending academic requirements and policy. Full-time faculty members generally engage in these activities through attendance and participation in the General Assembly, Academic College, and School meetings and votes and University-wide standing committees, task forces and working groups.

3.2.4.7 Deadlines

All faculty are responsible for meeting deadlines established for various policies, procedures, and duties as published by the University or announced by the administration. Deadlines that fall on a weekend or on a day when the University is not officially open shall automatically advance to the first working day following the deadline date stated in this *Faculty Handbook* or other applicable publication.

3.3 Evaluation of Faculty Performance

A regular review of the performance of all faculty members at the University will be conducted to review and give credit to contributions to the University and to their disciplines, as well as to encourage the improvement and development of professional performance. In addition, faculty evaluations provide a basis for personnel recommendations and actions.

3.3.1 Evaluation Criteria

This section sets forth the evaluation criteria that are used to evaluate the performance of faculty members for formal evaluations, including promotion and tenure. It is recognized, however, that within the broad definitions of these areas, the activities in which faculty members engage in the pursuit of fulfilling their professional duties and responsibilities may vary from one Academic College and School to another. Accordingly, the Academic Colleges and Schools may develop supplemental criteria consistent with their respective missions and the professional responsibilities carried out by its faculty members. Such criteria must be consistent with and elaborate on the general University-wide evaluation criteria set forth below.

The University-wide criteria used to evaluate faculty performance include teaching, scholarship, and service as applicable to the faculty member's appointment duties and responsibilities.

3.3.1.1 Teaching

Teaching is the primary area where all faculty must demonstrate expertise in their current field of study. Teaching effectiveness is a priority at Dillard University. Faculty assigned teaching duties and responsibilities are evaluated on competence, teaching effectiveness, student learning outcomes, the fulfillment of instructional responsibilities, and utilization of technology in the classroom as evidenced by the following observable qualities in the faculty member as is reasonable and appropriate for the discipline or program area:

- Clearly communicating knowledge and expertise based on an understanding of curricular objectives and the student's needs and abilities;
- Ability to draw different aspects of the subject together in a meaningful, coherent way;
- Innovative and creative approaches to communicating disciplinary knowledge, including, but not limited to, the utilization of technology;
- Instructional methods that demonstrate an understanding of how students learn and utilize evidence-based practice documented in refereed research journals, books and professional conferences;
- Clarity and precision in the presentation and analysis of complex and/or technical subject matter in the classroom;
- Versatility of teaching strategies for solving problems, transmitting facts, developing concepts, and instilling principles;
- Inclusion of current research, information, practical experience, and examples in lecture, learning activities, and discussion;
- Familiarity with and ability to incorporate current discipline developments and requirements into course content;
- Communication of clear academic and professional standards and expectations;
- Testing and evaluation methods appropriate to both the subject matter and the academic level of the course;
- Ability to model for students the standards of performance and professionalism expected of them;
- Ability to assess student learning outcomes of the course programs and University and to

use assessment results to improve student learning;

- Ability to develop course syllabi, readings lists, and assignments that are helpful to students and colleagues and participate productively in instructional planning and organization;
- Creating experiential learning experiences for students, such as service learning and travel study courses;
- Fulfilling instructional responsibilities:
 - Showing up to scheduled courses regularly and on-time;
 - The timely reading, grading, and return of papers and examinations;
 - Establishing appropriate office hours or otherwise making themselves available outside of classroom hours to meet students' needs;
 - Providing instructional time and quality that fulfills all regulatory and accreditation requirements for the credit hours earned in a course or learning activity;
 - Keeping appointments with students;
 - Revising course syllabi to reflect changes in topic sequence, examination dates, reading, etc.; and
 - The timely and successful fulfillment of all faculty responsibilities including, but not limited to, adherence to University, Academic College, and School instructional policies, procedures, and guidelines.

Note that the above listing is not intended to be exhaustive.

Teaching effectiveness is established by multiple sources of evidence including: self-evaluations; evaluations completed by students, faculty peers, School faculty and Chairs, and Academic College Deans; and teaching awards and honors.

Also, refer to Section 3.4.4 *Promotion and Tenure Criteria/Guidelines*, as well as the rank criteria in Section 2.3.1.

3.3.1.2 Scholarship

All faculty members should be productive scholars, for scholarship is an intrinsic element of academic life at the University. Scholarship involves on-going learning within one's field of study, the creation of new knowledge and expressions of those new skills and knowledge, and active commitment to and participation in one's affiliated profession. To acknowledge that scholarly productivity is an essential component of a faculty member's duties is not to diminish the importance of excellent teaching, but rather to ensure that teaching is able to draw upon the intellectual richness that typically characterizes a community of scholars.

Scholarship encompasses five basic types as follows:

Scholarship of Discovery (Traditional Disciplinary Research): The Scholarship of Discovery involves rigorous investigation aimed at the discovery of new knowledge within a focused area of expertise, in its broadest sense. It includes, but is not limited to, what is sometimes referred to as basic or original research. Such scholarship includes recognition of the faculty member by peers as an independent, original, and substantive researcher who contributes to the field, as evidenced by:

- Publication of original research in rigorously refereed major journals;

- A record of externally-funded research awarded through peer review;
- National or international prizes or awards;
- Invitation to hold lectureships;
- Invited lectures, particularly at major professional meetings;
- Documented testimonials of research excellence;
- Postings to peer-reviewed, professionally affiliated websites and electronic databases;
- The creation of peer-reviewed, research-oriented websites;
- Evidence of seminal work.

Scholarship of Integration: The Scholarship of Integration emphasizes fitting one's own research -- or the research of others -- into larger intellectual patterns. Such scholarship makes meaningful connections between previously unrelated topics, facts, or observations, such as cross-disciplinary synthesis or an integrative framework within a discipline that results in a publication or presentation in a suitable forum. Examples of such endeavors include:

- Authoring or co-authoring publications in peer reviewed journals;
- Serving as a principal investigator of externally-funded research;
- Presentations at professional meetings with refereed publication in the proceedings, where the participants are from outside the faculty member's discipline and the forum is outside of the faculty member's discipline;
- Publication of peer-reviewed works of synthesis conveying or summarizing knowledge for specialists outside of the faculty member's discipline;
- Conference participation as a panelist, discussant, or session chair where the forum is outside of the faculty member's discipline;
- Participation as a panelist or speaker in campus colloquia and open seminars;
- Service as a referee for articles, extended reviews, editorial boards;
- Professional awards and recognition for such efforts.

Scholarship of Application: The Scholarship of Application encompasses scholarly activities that seek to relate the knowledge in one's field to the affairs of society. Such scholarship includes the acquisition of knowledge through practice and the responsible application of knowledge to the solution of practical problems. The scholarship of application can be measured by impact on the discipline and/or community, the scope of the project, the originality of design and methodology, the extent to which results can be generalized, the connection to industry, visibility gained for the researcher and the University through the dissemination process, the significance of the work to the discipline, and the peer review processes. Examples of such scholarship include:

- Publications or juried presentations that focus on applications or practical problems in the field;
- The development of new inventions, products, processes, or significant software;
- Activities to acquire or maintain certification/licensure for disciplinary specialties as outlined by the respective professional organization;
- The provision of peer-reviewed technical assistance to outside constituencies;

- Giving workshops to train other faculty members in a certain method or approach;
- The award of external funding, including successful grant applications for projects that focus on application problems;
- Professional awards and recognition for such efforts.

Scholarship of Teaching: The Scholarship of Teaching encompasses scholarly activities that focus on transforming and extending knowledge about pedagogy. The scholarship of teaching is not equivalent to teaching. Conversely, classroom teaching and remaining current in the discipline are not relevant criteria for evaluating teaching scholarship. Examples of such scholarship include:

- Peer-reviewed publications, presentations at professional conferences, or being a speaker at an invited talk related to pedagogy in one's area;
- Authoring textbooks;
- Participation in formal course work beyond the doctorate or terminal degree, special courses, and/or workshops to improve upon or acquire professional competencies in content-pedagogy, including emerging technologies;
- Writing extended reviews of recent books and/or articles in the content-pedagogy of the faculty member's discipline, either for peer-reviewed publication or internal review as tangible evidence of remaining abreast of the successful instructional strategies of one's discipline;
- The creation and implementation of an innovative, original course with content-specific goals and a method for external assessment which is publicly documented;
- Professional awards and recognition for such efforts.

Scholarship of Artistic Endeavor: The Scholarship of Artistic Endeavor encompasses scholarly activities which are directly related to the creative process, especially in the fine or applied arts. Such scholarship may seek to bring about new artistic creations or to present existing works. Examples of such scholarship include:

- Stage presentations (both drama and music);
- Exhibitions;
- New editions of music or visual art;
- Musical performances;
- Art exhibits;
- The creation of new art forms or new techniques within an art form.

Assessment of Scholarship

The evaluation of scholarship includes, but is not necessarily limited to, whether the work is well expressed, innovative, comprehensive, and visible, and whether it has been favorably reviewed by, and has influenced others according to the following criteria:

1. **Well Expressed:** Scholarship is well expressed if it effectively communicates the content of the work. At a minimum, the work must be appropriately organized and presented through a suitable medium. The clarity of the work is typically an important consideration.

2. **Innovative:** Scholarship is innovative if it is original in a meaningful sense. The originality of the work may relate to the content of the work, its mode of dissemination, its source, and perhaps to other matters as well. For instance, a written work may be innovative if it addresses a previously uncharted topic or brings a new perspective to bear upon previously identified ideas or issues; because it carries a message to a new audience or employs a new medium; or because it requires scholars to extend a personal range of scholarly competence.
3. **Comprehensive:** Scholarship is comprehensive if its presentation reflects a broad appreciation of existing information, relevant issues, and possible alternatives. Whether the scholar has placed a work into context is a significant consideration. Another important factor is whether the work has an appropriate degree of complexity in light of applicable limitations, such as those relating to space, time, or resources. The comprehensiveness of the work is enhanced to the degree that the work is interdisciplinary.
4. **Visible:** Scholarship is visible if it is communicated to an audience in a manner that is likely to enhance the reputation of the individual scholar and the University. The size and nature of the audience reached by the work is relevant to this determination. In addition, in the case of written works, consideration should be given to the prestige of the publisher and the prominence given to the work. Similar considerations apply to the appraisal of non-written works. For instance, in the case of artistic endeavors, the prestige of a museum or concert hall and the prominence given to the work is relevant to this determination.
5. **Reviewed:** Scholarship is reviewed when it is subject to scrutiny by others. Review of a work may occur at several stages: (i) pre-dissemination; (ii) during the dissemination process; and (iii) post-dissemination. Prior to dissemination, drafts and other tentative forms of a work may be evaluated by peers or others within or outside the University for the purpose of soliciting guidance. During the dissemination process, potential publishers and others may evaluate the merits of a work with a view toward determining whether it deserves a forum. After dissemination, the work may be the subject of reviews, which evaluate the final product of the scholarship.

Influential: Scholarship is influential if it affects the conduct or work of others. For instance, there is evidence that a work is influential if a book is adopted for use in others' classrooms or a visual art is displayed in a museum.

3.3.1.3 University and Public Service

Faculty performance in the area of service is judged at the internal (University) and external (public) levels as follows:

3.3.1.3.1 *Internal Service*

Internal service reflects a commitment to the good of the faculty member's Academic College, School, and the greater good of the University community. It presupposes a desire to support the mission of the University beyond a discipline or Academic College or School and a willingness to accept responsibility for fostering the general welfare of the University. As a faculty member advances through the ranks, the expected level of their commitment to service increases. Indications of internal service includes, but is not limited to, activities such as:

1. **Advising:** Advising includes activities that assist students in planning academic programs, helping students make career plans, providing feedback to students regarding academic performance and progress, writing letters of recommendation, making referrals to support

services which may be helpful to a student, and, helping students work through academic or personal problems. Full-time faculty members may demonstrate characteristics of effective academic advising as follows:

- a. Student accessibility;
 - b. Proficiency in applying assigned students' academic histories and progress towards the completion of academic program requirements and goals;
 - c. Guidance of assigned students in facilitating the attainment of academic and career goals;
 - d. Development and communication of scholarly, creative, or innovative academic advising methods and materials;
 - e. Self-assessment of academic advising activities;
 - f. Assuming significant additional responsibility, such as advising student organizations.
2. **Service to the University:** Examples of service to the University include, but are not restricted to:
- a. Serving on the Faculty Senate, Faculty Senate standing committees, or University committees;
 - b. Chairing a Faculty Senate standing committee or University committee;
 - c. Serving as an officer to the Faculty Senate, a Faculty Senate standing committee or University committee;
 - d. Serving as faculty advisor to student clubs and organizations;
 - e. Writing accreditation reports;
 - f. Development and submission of grant proposals on behalf of the University (not research);
 - g. Participation in student recruitment, fundraising, and marketing activities;
 - h. Mentoring colleagues in research, service and/or teaching;
 - i. Organizing University events such as student symposia, drama productions, concerts, showcases, competitions, conferences, guest speakers, etc.
3. **Service to the Academic College and School:** Examples of service to the Academic College and School include, but are not restricted to:
- a. Serving on Academic College or School committees;
 - b. Chairing Academic College or School committees;
 - c. Serving as an officer to Academic College or School committees;
 - d. Organizing Academic College or School events such as student symposia, drama productions, concerts, showcases, competitions, conferences, etc.;
 - e. Participating in Academic College or school/program events such as judging student work, presenting at symposia, poetry, readings, playing concerts, directing plays, etc.
 - f. Providing experiential learning opportunities for students out of the classroom,

including service learning and community service that fosters the University's mission with the community and globally;

- g. Serving as a Program/Level Director, School Chair, or Academic College Dean;
- h. Assessing a colleague as part of the peer review process;
- i. Acting as representative of the University to the larger community;
- j. Manifesting a strong record of College/School/University participation in training;
- k. Engaging in leadership or active participation in development of research programs;
- l. Mentoring and coaching faculty colleagues;
- m. Serving as a team leader on assigned projects; and
- n. Participating with service learning, travel study, etc.

3.3.1.3.2 External Service

Public service extends the professional and/or related services of faculty members to the community, state, nation, and beyond. Examples of external service include, but are not restricted to:

1. Participation on editorial boards, associate editorships, or editorships of recognized and respected scholarly publications;
2. Serving as chair or an active leadership member of a professional committee;
3. Service as an officer of a recognized professional organization;
4. Registration and active participation in a nationally or internationally recognized professional society;
5. Service on an advisory committee board, or study section for relevant professional and education organizations;
6. Consulting in areas of professional expertise;
7. Leadership roles in major disciplinary meetings;
8. Participation as an evaluator in an institutional or academic program accreditation review;
9. Participation as a member of doctoral dissertation committee;
10. Organizing and/or teaching workshops, short courses, or conferences in areas of professional expertise;
11. Promoting students in their pursuit of fellowships, scholarships, graduate study, competitions and service learning or volunteer opportunities;
12. Promoting and mentoring students in scholarly activity and research projects; and
13. Serving as an evaluator, officer, or consultant for an accrediting body.

Effective service may be assessed by evidence generated by, but not necessarily limited to the following: self-report of service activities; evaluations by School Chair and Academic College Dean; and service related awards and honors. (Also, refer to Section 3.4.4 Promotion and Tenure Criteria, as well as the rank criteria in Section 2.3.1.)

Note: Although service is required of all full-time faculty members, service alone is not sufficient for reappointment, promotion, or tenure in the absence of satisfactory performance in the areas of teaching and/or scholarship as applicable.

3.3.2 Evaluation Procedures and Instruments

Faculty evaluations are used to improve instruction, determine merit salary increase where applicable, appointment renewal for faculty, tenure and promotion review, and provide a basis for personnel recommendations and actions. The evaluation instruments consist of 1) student evaluations in courses taught, 2) students' evaluation of their academic advisor once a year, 3) periodic evaluations by School Chairs in consultation with the Academic College Dean, 4) peer reviews, and 5) self-evaluations.

3.3.2.1 Student Assessment of Instruction

Student evaluations of instruction are administered approximately two weeks after mid-term examinations each semester or two weeks before the last day of classes. (See the Office of Academic Affairs for the *Instrument for Student Evaluation of Instruction Form*.)

The course/lab instructor is required to notify students that completion of the student assessment of instruction process is mandatory and that student anonymity is maintained throughout the entirety of the course evaluation process. To ensure student anonymity, the forms are distributed and then collected by the institutional research and effectiveness office to those students enrolled in the course/lab near the end of each academic term. Once students complete the evaluation forms, a member of institutional research and effectiveness office collects the completed rating forms for review and summary. The instructor then receives a copy of the summary that includes spreadsheet data and a listing of student comments. A copy of the summary is also maintained by the faculty member's Academic College Dean.

Student evaluations are administered, in combination with other measures of teaching effectiveness, for formative (i.e., for faculty self-improvement) purposes. Student evaluations, in combination with other measures of teaching effectiveness, are also considered as a point of reference to assist University evaluators participating in summative evaluations of a faculty member's overall teaching performance. Regarding the latter, the University recognizes and acknowledges that standardized student evaluation scores are likely to be influenced by the grading standards of the instructor. In cases where the grading standards are significantly less rigorous than the School norm for comparable courses in the opinion of the faculty member's School Chair, the evaluators will take due consideration in interpreting the numerical scores on the standardized form as part of the evaluation of the faculty member's teaching performance. More specifically, the School Chair will make an effort to distinguish "popularity" from "quality" of the instruction when referencing student evaluation scores during the teaching performance evaluation process. Similarly, when making reappointment and/or promotion recommendations for the faculty member, the School Chair will document in the recommendation whether student evaluation scores are unreasonably high in his or her professional judgment as a result of the faculty member's less rigorous grading standards.

3.3.2.2 Student Assessment of Academic Advisor

Faculty assigned to be academic advisors are evaluated annually by their advisees for purposes of faculty development (see the *Student Evaluation of Advisement Form*).

3.3.2.3 Annual Evaluations by School Chairs and Academic College Deans

Evaluations of faculty by Academic College Deans and School Chairs are used for faculty development and reward, as well as for performance review (see the Office of Academic Affairs for the *Evaluation of Faculty by Deans/VPAA Form* and the *Evaluation of Faculty by the Chair Form*.)

The major categories evaluated are: 1) Teaching and Academic Advisement; 2) Scholarship (i.e., research, publications, creative activities and/or professional performance); and 3) Service.

1. Submission of the Faculty Self-Evaluation Form

This evaluation takes place during the second semester. Faculty members self-assess their performance since the last evaluation in the areas of Teaching, Scholarship, and Service activities pursuant to the criteria outlined in Section 3.3.1 above on official forms (see the Office of Academic Affairs for *Faculty Self-Evaluation Form*). In addition, the faculty member is also expected to address the faculty member's progress of achieving the goals and duties identified in the faculty member's Academic Plan for the period being evaluated. The completed *Faculty Self-Evaluation Form*, as well as a copy of the faculty member's current curriculum vitae and copies of supporting documentation evidencing the faculty member's teaching, professional growth and service activities during the evaluation period must be submitted to the School Chair on or before the date designated by the academic affairs office. Faculty members who are on sabbatical leave or an approved leave of absence are exempt.

Following submission of the *Faculty Self-Evaluation Form*, the faculty member shall discuss the results in conference with the faculty member's Academic College Dean and School Chair.

As delineated below, the School Chair and Academic College Dean then complete their respective evaluations of the faculty member. The evaluation results are then discussed with the faculty member and signed. The completed and signed evaluation forms are then submitted to the VPAA for review and further comment. The VPAA reserves the right to suggest modifications to the evaluation.

2. The School Chair Evaluation

The School Chair's evaluation, in consultation with the faculty member's Program/Level Coordinator, focuses upon the faculty member's performance in Teaching, Scholarship, and Service in accordance with the evaluation criteria set forth in Section 3.3.1 above. In addition, the School Chair, in consultation with the applicable Program/Level Coordinator, will evaluate the faculty member's progress of achieving the goals and duties identified in the faculty member's Academic Plan (see Section 3.3.2.6) for the period being evaluated. The School Chair, in consultation with the Program/Level Coordinator, will also assess the faculty member's professional conduct, including but not limited to adherence to professional ethics and University, Academic College, and School policies, procedures, and regulations that have significance to the faculty member's professional performance and reputation.

In conducting the annual evaluation, the School Chair and Program/Level Coordinator (either jointly or independently) are responsible for observing at least one of the faculty member's classes or labs during the academic year and prior to completing the annual evaluation. The School Chair and Program/Level Coordinator will choose the class, laboratory or other instructional setting to be observed. Advance notice will not be provided. The School Chair and Program/Level Coordinator will document the results of the observation on the *Peer Review of Faculty Form* and,

once completed, provide a copy to the faculty member. The results of the observation(s) will be discussed in detail with the faculty member during the annual evaluation meeting.

Items Reviewed: The following items are reviewed by the School Chair and Program/Level Coordinator as part of the annual evaluation:

- The faculty member's current *Faculty Self-Evaluation Form*, which summarizes the faculty member's annual teaching, research, and service activities as applicable and goal attainment activities for the evaluation period;
- The faculty member's annual Academic Plan;
- Any documentation submitted by the faculty member in support of the faculty member's *Faculty Self-Evaluation Form*;
- *Peer Review of Faculty Forms*, which documents peer, as well the Chair's own observations of the faculty member's teaching since the faculty member's last annual evaluation; and
- If applicable to the faculty member's responsibilities, student evaluations summaries for all courses taught since the faculty member's last annual evaluation.

After completing the review of these materials, the School Chair, in consultation with the applicable Program/Level Coordinator, will document the results of the evaluation on the *Evaluation of Faculty by the Chair Form* and submit it to the faculty member. If the full-time faculty member is non-tenured, the School Chair will also include in the written evaluation a recommendation regarding reappointment. The School Chair will then meet with the faculty member to discuss the evaluation. The faculty member must sign the evaluation form to indicate he or she has read and understands the evaluation. The faculty member's signature does not indicate agreement with the chair's evaluation. A faculty member who disagrees with the evaluation may write a written objection to the evaluation, which will be appended to the *Evaluation of Faculty by the Chair Form*. The objection must be filed with the Chair within five (5) business days of the faculty member meeting with the Chair.

Evidence of the faculty member's opportunity to review the evaluation, together with any written comment the faculty member might choose to file, will be attached by the School Chair to the *Evaluation of Faculty by the Chair Form*. The School Chair shall send the evaluative file, including the *Evaluation of Faculty by the Chair Form* and the faculty member's response thereto, to the appropriate Academic College Dean on or before the deadline set forth in the Academic Calendar.

3. The Dean's Evaluation

Upon receipt of the faculty member's evaluative files, the Academic College Dean shall then offer independent written recommendations concerning the faculty member's performance in Teaching, Scholarship, and Service in accordance with the evaluation criteria set forth in Section 3.3.1 above. In addition, the Academic College Dean will evaluate the faculty member's progress of achieving the goals and duties identified in the faculty member's Academic Plan for the period being evaluated. The Academic College Dean will also assess the faculty member's professional conduct, including, but not limited to, adherence to professional ethics and University, Academic College, and school/program policies, procedures, and regulations that have significance to the faculty member's professional performance and reputation.

The Academic College Dean will document the results of the evaluation on the *Evaluation of Faculty by the Dean/VPAA Form* and submit it to the faculty member. If the full-time faculty

member is non-tenured, the Academic College Dean will also include in the written evaluation a recommendation regarding reappointment.

The Academic College Dean will then meet with the faculty member to discuss the evaluation. The faculty member must sign the evaluation form to indicate he or she has read and understands the evaluation. The faculty member's signature does not indicate agreement with the Academic College Dean's evaluation. A faculty member who disagrees with the evaluation may write a written objection to the evaluation, which will be appended to the *Evaluation of Faculty by the Dean/VPAA Form*. The objection must be filed with the Dean within five (5) business days of the faculty member meeting with the Dean.

4. VPAA Evaluation

The completed and signed evaluation forms, as well as evidence of the faculty member's opportunity to review the Dean's evaluation, together with any written comment the faculty member might choose to file, are then submitted by the Academic College Dean to the VPAA for review and further comment. The VPAA reserves the right to suggest modifications to the evaluation.

3.3.2.4 Mid-Probationary Review of Tenure-track Faculty

A mid-probationary review is required of all tenure-track faculty (see the Office for Academic Affairs for the *Third-Year Review of Faculty Form*.) This review is necessary to give tenure-track faculty the opportunity to be appraised by themselves and by the School Chair and Academic College Dean. For faculty appointed with a six-year probationary period, the faculty member is evaluated during the third year of employment at the University. Faculty with a probationary period of less than six years will be reviewed toward the mid-point of the probationary period identified in the faculty member's initial appointment letter.

Criteria under the promotion and tenure process shall be used for this appraisal. By March 1st the faculty member, in consultation with the School Chair, will prepare a dossier documenting achievements in teaching, scholarship, and service.

At a minimum, the dossier will contain: 1) a current curriculum vitae and biographical statement; 2) sample of publications, creative works, proceedings, presentations or manuscripts; 3) course evaluations, syllabi, tests and other documentations regarding teaching performance; 4) personal statement by the faculty member regarding teaching, research, service (Academic Plans and Self-Evaluation Forms); and 5) assessments by students, faculty peers, School Chair, and Academic College Dean.

The dossier shall be passed on to the Academic College Dean in concert with the School Chair. Each shall write a letter evaluating the faculty member's performance that may relate to promotion and tenure, as well as offer faculty development strategies to enhance faculty development. Lack of improvement may be grounds for termination.

3.3.2.5 Faculty Peer Review

All full-time faculty assigned teaching duties and responsibilities are peer reviewed during the second semester of their first, third, and fifth years of service with the University. (See the Office of Academic Affairs for the *Peer Review of Faculty Form*.)

The School Chair, in consultation with the Academic College Dean, and the faculty member will come to agreement on identifying faculty peers who observe the faculty member's teaching. The

evaluator must possess the same or higher academic rank than the faculty member being observed and, if possible should, be from the same school/program.

The role of peer evaluator is to:

- Visit the class, laboratory, or other instructional setting in person or via a digital recording, live broadcast or other electronic modality to evaluate the faculty member's teaching effectiveness; and
- Complete the approved *Peer Review of Faculty Form* and return it to the reviewee, School/program Chair, and Academic College Dean within five (5) business days of the evaluation.

Choice of Class, Laboratory or Other Instructional Setting: The faculty member to be observed will provide a list of three classes, laboratories, or other instructional settings to be observed by the peer evaluator. The peer evaluator will then select from the provided listing the course, lab or instructional setting to be observed. The peer is not required to provide the faculty member advance notice of the course, lab or instructional setting selected to be observed. If the peer elects to observe the selected class, laboratory or other instructional setting via a digital recording, live broadcast, or other electronic modality, the peer will make arrangements with the University's Information Technology department in advance of the class, lab or other instructional setting.

Observation of Class, Laboratory or Other Instructional Setting: The peer reviewers will follow the guidelines below in conducting instructional observation:

- Prior to the peer's review of the class, laboratory, or other instructional setting, the peer will ask for the syllabus, course/lab materials, textbook and other relevant course or lab information.
- The peer will select, observe and review the faculty member's class, laboratory or other instructional setting and make written comments in the *Peer Review of Faculty Form*.

After the peer has conducted the review, a mutually agreed on time will be scheduled by the peer reviewer to review the information with the faculty member. Both parties will keep a copy of the review and send copies to the School Chair and Academic College Dean.

3.3.2.6 Academic Plan

a. Overview

All Full-time Faculty must submit annually an academic plan by midterm of the fall semester (See the Office of Academic Affairs for the *Academic Plan Form*.) These plans delineate the major academic duties of the faculty (e.g., courses to be taught, committee assignments, advising duties, etc.) and indicate the means faculty members will use to satisfy the evaluation criteria listed in this *Faculty Handbook*. The annual plan describes the faculty member's intended activities and goals for developing an intellectual partnership with the University. This partnership may constitute the basis for employment decisions at the University. By necessity (e.g., a change in teaching assignments) or by common agreement, the plan may be modified as the academic year proceeds. The faculty member's performance as measured against his/her plan constitutes the starting point for the annual evaluation of that faculty member's work.

b. Establishing Duties and Goals

Establishing duties and goals are a fundamental component of the Academic Plan process and,

therefore, it is important the faculty member in consultation with the School Chair and Program/Level Coordinator carefully prepare them. It is the responsibility of the faculty member to clearly articulate specific duties and goals and demonstrate how these relate to the University and the faculty member's school's goals and long-range plans. Further, the duties and goals must be designed to meet or exceed the expectations of the faculty member's current academic rank.

The faculty member, in formulating his or her proposed duties and goals for the year, must consider the following guidelines:

- The duties and goals should contribute to the faculty member's development as an effective faculty member and be designed to meet or exceed the expectations of his or her current academic rank.
- Goals should be realistic and identify needed resources. Although a good goal will be challenging, it should also be attainable within the capabilities and resources of the individual and the University. Objectives should reflect the resources available to the faculty member.
- Goals should specify an action to be taken or a task to be accomplished. At the time of evaluation, it should be clear whether or not a particular goal has been achieved or is progressing towards being achieved.
- Goals should be described in such a way that their completion may be objectively evaluated. Not all goals can or even should be quantified; but for those that so lend themselves, goals should be stated so that the result is specific and subject to quantitative measures. When a goal aims for a qualitative result, understanding should be reached beforehand as to how and by what standards the outcome is to be judged.

Once formulated, duties and goals will be documented in the Academic Plan and submitted to the faculty member's School Chair by midterm of the fall semester.

The School Chair and Program/Level Coordinator will then meet with the faculty member to negotiate and agree on the faculty member's proposed duties and goals as part of the annual evaluation process. During the conference, the School Chair and Program/Level Coordinator will assess how the faculty member's proposed duties and goals align with University and School goals, the faculty member's appointment responsibilities and academic rank, and any standards associated with the academic discipline. If agreement cannot be reached on any part of the goal-setting process, the matter will be referred to the Academic College Dean for final resolution.

3.3.3 Evaluation of Auxiliary Faculty

Auxiliary Faculty are evaluated according to the following guidelines:

1. **Student Evaluations:** Every semester, students evaluate courses taught by Auxiliary Faculty members in accordance with Section 3.3.2.1.
2. **School Chair Evaluations:** All Auxiliary Faculty are evaluated by their School Chair during the first term of appointment and in the first semester of each subsequent assignment. The School Chair evaluates the faculty member's performance in each area of assigned duties, as stated in the faculty member's appointment letter. As applicable, the School Chair will utilize the evaluation criteria set forth in Section 3.3.1.

3.4 Tenure and Promotion

3.4.1 Tenure at Dillard

Granting or denying tenure is the most serious career decision made for tenure-track faculty at the University. Tenure recognizes the contributions of faculty members who over the years have dedicated themselves to the mission, vision, and values of the University through exemplary evidence in teaching, scholarship, and service.

Tenure can only be granted by the express written action of the Board of Trustees as there is no *de facto* tenure at Dillard University. The granting of tenure is made in writing and suggests a mutual commitment by the University and the faculty member. A tenured appointment confers on a faculty member the University's commitment of continued employment, subject to the limitations described in this *Faculty Handbook* (i.e., dismissal for adequate cause or because of financial exigency or the formal reduction or discontinuance of a degree or program area). In turn, the acceptance of tenure by a faculty member is a continued commitment to the University's mission, vision, and values; including an ongoing commitment to advance the faculty member's pursuit of excellence in teaching, in scholarly inquiry, and in service.

Tenure is specific to the academic unit in which tenure is granted by the Board of Trustees.

3.4.2 Eligibility for Tenure

Faculty members on tenure-track must apply for tenure during the first semester of the sixth year of continuous employment at the University, unless granted a dispensation (see Section 3.4.3.2) or a reduction in the probationary period (see Section 3.4.3.1). For purposes of tenure, a year of academic service is defined as two regular full-time semesters (exclusive of summer sessions).

Candidates with exceptional performance in teaching, scholarship, and service recognized by the candidate's peers in accordance with the evaluation criteria set forth in Section 3.3.1 may be considered for early tenure and promotion.

The VPAA notifies faculty members in writing of eligibility and time frame of individual probationary periods. The VPAA conducts an annual meeting outlining the University tenure and promotion procedures to prospective candidates. Note that tenure is not automatic after a certain length of time at the University. Tenure-track faculty considered for tenure are as follows:

1. An Associate or Full Professor;
2. Assistant Professors shall simultaneously apply for promotion to Associate Professor and tenure;
3. A faculty member holding tenure at another regionally accredited university or college, who left the institution in good standing and has been employed at the Dillard University in a tenure-track position for one academic year, may apply for tenure at Dillard University; and
4. An academic administrator with faculty rank.

3.4.3 Probationary Period

All tenure-track faculty must apply for tenure during the last year of their probationary period in accordance with the deadline published by the Office of Academic Affairs unless justifiable incidents disrupt the service years (see 3.4.3.2 below). For tenure-track faculty who begin their

full-time teaching careers at Dillard University, application for tenure must typically be made during the sixth year of continuous full-time employment at the University as an Assistant Professor. A tenure-track faculty member with a probationary period of less than six (6) years, due to an award of prior service credit, must apply during the faculty member's final probationary year (see Section 3.4.3.1).

The probationary period begins with the initial full-time tenure-track appointment with a terminal degree at the rank of Assistant, Associate, or Full Professor. Generally, the probationary period shall not exceed six years unless a stopping of the tenure clock, due to justifiable reason, is approved in writing by the VPAA in accordance with Section 3.4.3.2 below.

Note: Foreign nationals (those holding non-immigrant status) may be appointed to a tenure-track appointment and evaluated for tenure but may not be awarded tenure unless they have acquired permanent resident status. Alternatively, an extension of the probationary period may be sought if a tenure decision is required before permanent resident status is obtained pursuant to Section 3.4.3.2 below.

3.4.3.1 Reducing the Probationary Period

1. If an early application for tenure is submitted, it must follow the established guidelines for promotion and tenure and the submission must be approved in writing by the VPAA.
2. A new faculty member holding tenure at another accredited or internally recognized university or college who left the institution in good standing shall submit a written request with evidence of tenure to the Academic College Dean for transfer of this tenure status to Dillard University. Upon approval of the Chair of the School, Academic College Dean, VPAA, and President, recommendation in this regard will be forwarded to the President by the VPAA and shall be presented to the Board for approval after the faculty member's third year of service to the University.
3. A tenure-track faculty member initially appointed to Dillard University at the level of associate professor must apply for tenure or tenure and promotion during the last year of the faculty member's probationary period. Similarly, a tenure-track faculty member initially appointed to Dillard University at the rank of full professor must apply for tenure during the last year of the faculty member's probationary period. If tenure is awarded, a tenure contract will be offered to the faculty member at the beginning of the faculty member's next year of service. The length of the faculty member's probationary period will be agreed upon in writing at the time of the faculty member's initial appointment to Dillard University (see Section 2.1.1.2 regarding the awarding of prior service credit).

3.4.3.2 Extending the Probationary Period

Faculty members in administrative/grant/release time positions with teaching assignment less than 50%, or who do not have teaching assignments or are on approved leave of absence, will not have this time counted as part of the probationary period.

Faculty members who hold a tenure-track position may, under certain circumstances listed below, formally request a delay of application for tenure (whether or not a leave of absence is involved) up to a maximum of two (2) years under the following circumstances:

1. For the birth of a child;
2. For the placement of a child with the faculty member through adoption or foster care, to

care for the newly placed child;

3. To care for a spouse/partner, dependent child, or parent with a serious health condition;
4. To care for the faculty member's own health conditions;
5. Resident status issues, or
6. Other similar circumstances.

The length of the extension, when granted, is one (1) year. The maximum number of times a faculty member may extend the probationary period under this policy is two (2) years, resulting in no more than a two-year extension of the probationary period. Tenure expectations for a faculty member who extends the probationary period under this policy are the same as the expectations for a faculty member who has not extended the probationary period.

The faculty member shall:

1. Submit a letter to the VPAA requesting the amount of time to be excluded from the probationary period;
2. Provide evidence that readiness for tenure has been negatively impacted by special circumstances;
3. Document the delay of the tenure clock as defined by the American Disabilities Act or Family and Medical Leave Act,* if applicable (contact the Office of Human Resources); and,
4. Submit the letter prior to sixth year (or final year as applicable) of the probationary period.

*A faculty member who has taken FMLA leave during the tenure probationary period may also choose to request an extension of the probationary period subject to the conditions listed above. But a faculty member is not required to take such a leave in order to be eligible for an extension, and such a leave does not itself automatically extend the probationary period.

The decision to extend the tenure probationary period rests with the approval of the VPAA. The VPAA's decision shall be final and binding. For approved extensions, the specific details, conditions, and time frame will be stated in writing in the faculty member's annual appointment letter or in an addendum thereto.

If the request to extend the probationary period is approved, the faculty member remains employed full-time at Dillard University, receives full salary and benefits, and continues to meet the assigned teaching schedule. An extension to the probationary period shall neither increase the tenure expectations for the faculty member nor be grounds for a claim of *de facto* tenure by the faculty member.

A previously granted extension will be reversed upon the faculty member's request. Such a request must be made in writing to the VPAA preceding the requested tenure consideration date. Once such a reversal is requested in writing by the faculty member, the extension will be automatically reversed.

In addition to the above, a tenure-track faculty member who is also a member of the U.S. military and is called to active duty will be entitled to an automatic extension of the probationary term in which she or he is currently employed in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). The extension will last for the duration of the active duty assignment, rounded to the nearest year, but will not exceed the extension period provided by

USERRA. Therefore, for example, an active duty assignment lasting between 4 through 15 months will earn a one-year extension, 16 through 27 months will earn a two-year extension. This extension will be granted automatically upon the faculty member's notifying in writing the VPAA. The faculty member should make the request as far in advance as possible prior to entering active duty and prior to April 1 of the academic year in which the tenure decision would have been made or as soon as reasonably possible.

3.4.4 Promotion and Tenure Procedures/Guidelines

The process for tenure and promotion review, which usually occurs in the sixth year, is governed by a calendar of deadline submissions set by the VPAA annually.

Grants of tenure are restricted to 80% of the tenure-track faculty. Exceptions may be made at the discretion of the VPAA.

A candidate for tenure and/or promotion must develop a formal dossier/portfolio for the review process. The format for the construction of the dossier/portfolio is described under 3.4.4.2. All external reviews of scholarship, letters assessing the candidate's contribution to the discipline, and other solicited letters of support from professional colleagues must be registered in the dossier/portfolio before submission to the School Promotion and Tenure Committee.

1. The candidate must petition for consideration in the fall semester of his/her sixth year (or the last year of the probationary period as applicable) and forward a dossier/portfolio to the School Tenure and Review Committee (composed of only tenured faculty) through the School Chair.
2. The School Tenure and Promotion Committee reviews the dossier/portfolio and makes a formal recommendation to the School Chair on or before the 15th business day in October.
3. The School Chair, in consultation with the Program/Level Coordinator, receives the recommendation of the School Tenure and Promotion Committee and conducts an independent assessment of the dossier/portfolio which may or may not concur with the decision of the committee on or before the first business day in November.
4. The candidates' dossier/portfolio, including the recommendation of the School committee, as well as the letter of assessment of the Chair is forwarded to Academic College Dean, who makes an independent assessment of the dossier/portfolio which may or may not concur with the decision of either the Chair of the School or the School Promotion and Tenure Committee, then forward that to the VPAA, who presents the materials to the University Promotion and Tenure Committee on or before the first business day in December. It is imperative that all the recommendation letters of the School Promotion and Tenure Committee, Chair of the School, Academic College Dean outlines all the reasons for support/rejection of tenure and promotion including the supporting materials if available.
5. The University Promotion and Tenure Committee reviews the dossier/portfolio and supporting materials and renders a recommendation to the VPAA on or before the first business day in February.
6. The VPAA reviews the process for compliance with published protocol, makes an independent assessment of the dossier/portfolio and supporting materials, then forwards the dossier/portfolio and recommendation to the President on or before the first business day in March. If the applicant is serving as Academic College Dean, then the VPAA will

submit the dossiers of Academic College Deans under promotion and/or tenure review to external and internal tenured scholars for evaluation and recommendation on or before the first business day in March. These scholars will be selected by the VPAA. These dossiers are not reviewed by the University Standing Promotion and Tenure Committee.

7. The President makes an independent assessment of the dossier/portfolio and supporting materials on or before the first business day in April and forwards recommendations for promotion and/or tenure to the Board of Trustees.
8. The Board of Trustees reviews the dossier/portfolio during the spring board meeting and makes recommendations for approval/denial to the President.
9. The President and/or the VPAA will directly notify all candidates of the tenure or promotion decision of the Board of Trustees.
10. Tenure-track candidates who do not receive recommendation for tenure will receive a termination letter of his/her service at the University and may receive a terminal contract for the following academic year only if the VPAA determines the University's budget is adequate and their service is needed.

Note: Beginning with the School Tenure and Promotion Committee and continuing thereafter through each step of the decision-making process, the faculty member will be informed in writing of each recommendation made during the promotion or tenure evaluation process. All questions related to the recommendation should be addressed to the VPAA. With the exception of a tenure-track faculty member concurrently seeking promotion to the Associate Professor rank and tenure, a faculty member may withdraw a promotion application at any point during the promotion in rank process. Unless the application is withdrawn or final action on the application is discontinued for any reason by agreement between the candidate and the VPAA, the faculty member's dossier/portfolio will be passed on, in turn, to each level of review.

Tenure-track faculty members who withdraw the tenure application will receive a termination letter of his/her service at the University and may receive a terminal contract for the following academic year only if the VPAA determines that the University's budget is adequate, and their service is needed.

3.4.4.1 Responsibility of the School Chair

The promotion and tenure processes begin in the first year of full-time service when a candidate is appointed as a tenure-track faculty member. An Academic Plan is developed and approved by the Chair of the School. The outline for building a dossier/portfolio results from this first step.

Chairs, in consultation with the Program/Level Coordinators, provide guidance to tenure-track faculty members through their annual evaluations. The purpose of the evaluations is faculty development and reward. Its objective is to sustain a feedback system that keeps faculty abreast of the status of their careers at Dillard University. A satisfactory evaluation may be the basis for an increase in salary, as well as a recommendation for promotion and/or tenure when the time comes for application. An unsatisfactory rating may warrant no salary increase and non-recommendation for promotion and/or tenure or separation from the service by not renewing the annual academic contract.

Chairs, in consultation with the Program/Level Coordinators, also provide guidance, through instruction on proper preparation of required materials for promotion and/or for tenure

dossier/portfolios. They assist school faculty by making available sample dossier/portfolios of required documentation, and they render assistance in the Mid-Probationary Review process, which is a very critical step toward the promotion and tenure status. In concert with the VPAA and Academic College Deans, School Chairs and Program/Level Coordinators, will host and support annually new faculty orientation sessions or workshops on promotion and tenure for new and interested faculty. Chairs of the School are also responsible for setting up the formal Promotion and Tenure review process according to the *Faculty Handbook*. After consulting with the appropriate Program/Level Coordinator, Chairs arranges a conference with each applicant. The Chair, in consultation with the Program/Level Coordinator, submits the names of all faculty members applying for promotion and/or tenure review to the Academic College Dean, who submits the names to the VPAA. According to the procedures and/or guidelines listed herein for promotion and tenure, the Academic College Dean communicates a recommendation of support/rejection with the Chair of the School, as well as the candidate after submission of the portfolio to the University Promotion and Tenure Committee for their review.

3.4.4.2 Responsibility of Faculty

Faculty members are responsible for their career paths and must apply for tenure and/or promotion by written request to the appropriate School Chair and Academic College Dean.

All candidates seeking promotion and/or tenure must submit a dossier/portfolio that includes updated short and long curriculum vitae, as well as information documenting all claims made regarding teaching, scholarship, and service. While the University Promotion and Tenure Committee may request additional written information for clarification if they decide to do that, the burden of responsibility for providing appropriate and complete documentation lies with the candidate. At the conclusion of the process, all dossier/portfolio materials are returned to the candidate.

3.4.4.3 Responsibility of the Academic College Dean

The Academic College Dean offers recommendations concerning the qualifications, work, and status of the faculty member.

The Dean's recommendations shall be based chiefly on an independent assessment of (a) the faculty member's professional work as documented in the faculty member's dossier/portfolio, (b) the general quality and needs of the Academic College faculty, and (b) the financial and other aspects of the Academic College's current and reasonably projected condition.

The Dean shall ensure that departmental evaluations have followed proper procedure.

When the Dean's evaluation or recommendation disagrees with the departmental evaluation or recommendation on any matter, the Dean's recommendation shall be accompanied by a written explanation of the specific reasons for the differing evaluation or recommendation.

3.4.4.4 Responsibility of School Committee on Promotion and Tenure

Each School Chair, after consultation with the School's faculty, selects a Committee for Promotion and Tenure composed of three to five tenured faculty members. The School Chair will appoint the chair of the committee from the appointed faculty members. This committee provides recommendations to the School Chair for faculty members applying for promotion and/or tenure. All members of the committee must be associate or full professors with tenure. If the tenure

members in the School are insufficient in numbers, or if they lack qualifications in the candidate's field, the committee members may be chosen by the School Chair from another academic School, Academic College, or from higher education institutions external to the University with approval of the VPAA. In consultation with the School Chair, the candidate for promotion and/or tenure may recommend one external reviewer to write a recommendation. In the event of faculty with joint appointments, committee members must be evenly distributed from each School/program and in this case the members of the committee will be either four or six members. Faculty selected to serve on the School Promotion and Tenure Committee cannot simultaneously hold a similar position on the University Promotion and Tenure Committee.

The primary responsibility of the School Promotion and Tenure Committee is to evaluate the candidate's request for promotion and/or tenure based on the tenure and/or applicable promotion criteria described in the *Faculty Handbook* and applicable school/program standards in the areas of 1) teaching, 2) scholarship, and 3) service.

The three areas described are given the following weights:

- Teaching: 50%;
- Scholarship 30%; and
- Service 20%.

Overall, the faculty member must show evidence of satisfactory competence and growth in all three areas.

The Chair of the committee writes a letter of support or rejection for each candidate, indicating the committee's actual vote, the rationale for its recommendation, and a summary of the principal strengths and weaknesses of the candidate in the areas of teaching, scholarship, and service. Sound documentation is required to support committee recommendations. If the vote of the committee is divided, an explanation of the differing viewpoints on the case must also be given. However, it is not the task of the reviewers to defend a negative decision. Recommendations are made to assist the School Chair and subsequent evaluators in forming decisions regarding a faculty member's application for tenure and/or promotion.

3.4.5 Promotion and Tenure Criteria

3.4.5.1 Tenure Criteria

To receive a positive recommendation for tenure, a candidate for tenure must demonstrate, over the duration of the probationary period and by virtue of the evidence submitted in the candidate's dossier/portfolio:

- Conduct in accordance with the Standards of Professional Conduct (see Section 3.1) and the Faculty Duties and Responsibilities (see Section 3.2);
- Excellence in teaching (see Sections 3.3.1.1 and 3.4.5.1.1);
- In consideration of the relative emphasis given to each, a pattern of productive Scholarship (see Sections 3.3.1.2 and 3.4.5.1.2) and effective service (see Sections 3.3.1.3 and 3.4.5.1.3), and the promise of continued effectiveness in each; and
- Progress toward or effectively meeting the goals set forth in the faculty member's Academic Plans (see Section 3.3.2.6).

The University Promotion and Tenure Committee must vote on each criterion. The vote is recorded in writing with recommendations and placed in the candidate's dossier/portfolio before submitting the dossier/portfolio to the VPAA.

3.4.5.1.1 Teaching

Excellence in teaching is a critical criterion for granting tenure and promotion. The faculty member must demonstrate a teaching philosophy compatible with the mission, vision, goals, and objectives of the University and the faculty member's School.

Faculty colleagues in the schools, who set discipline-specific standards in writing based on the University-wide criteria set forth in Section 3.3.1.1, are assigned the primary responsibility of evaluating excellence in teaching.

Evaluation of excellence in teaching, at a minimum, includes five components:

1. A coherent statement of teaching philosophy and anticipated student learning outcomes;
2. Periodic peer review of instruction;
3. Mid-probationary evaluation;
4. End-of-semester student assessment of instruction;
5. Periodic evaluation of teaching by the faculty member's School Chair, in consultation with the Program/Level Coordinator; and
6. Formal letter from the School Chair outlining observed teaching strengths and/or challenges with recommendation for strengthening areas of observed deficiencies outlined in the mid-probationary review, as well as the faculty member meeting or exceeding teaching goals established as part of the annual goal setting process.

3.4.5.1.2 Scholarship

Research, scholarly publications, and creative work is essential for tenure. Each type of work and each individual work exhibits specific intent, content, methodology, and product. Four elements shape the ways that creativity, inquiry and investigation are used to produce work in various artistic, scholarly, pedagogical, or other specializations.

The tenure candidate must demonstrate value to the University and the discipline through contributions to review journals, research, scholarly publications and creative works. The faculty member's demonstration should include, but is not limited to:

1. Involvement in Research and Scholarly Publications:
 - a. One external letter and two internal letters attesting the scholarly productivity and academic performance of faculty members under review are required for promotion to Associate Professor and the granting of tenure.
 - b. Two publications within five years in a peer-reviewed professional publication in the candidate's field or related areas is required.
 - c. Engaging in other commonly recognized examples of quality scholarly activities as delineated in Section 3.3.1.2 of the *Faculty Handbook*.

2. Creative work, e.g., performances, exhibits, recordings, design publications evidenced by published reviews or awards in juried exhibitions, creation of significant software or educational materials for external use by other programs, etc. Peer review by faculty, students' assessments, etc. See also the examples set forth in Section 3.3.1.2.
3. Professional Activities:
 - a. Successful funded/grant proposals;
 - b. Papers read/presented at professional meetings;
 - c. Citations in published materials;
 - d. Service on editorial boards of professional journals;
 - e. Reviewer for professional journals, professional honors and awards for research, and publications; and
 - f. Letters of support for external scholars and professionals.

See also the examples set forth in Section 3.3.1.2.

3.4.5.1.3 Service

The tenure candidate is also expected to have rendered and to continue to render significant internal service to his/her Academic College, School, and the University as a whole, as well as external service to the professional and community.

Examples of significant internal and external activities, include, but are not limited to:

Internal (University)

- Contributing member of college and/or school/program committees;
- Student advisement and counseling;
- Student research mentoring;
- Participation in University activities, e.g., University recruitment, faculty ambassador or liaison, and faculty mentor to student clubs, fraternities, and/or sororities;
- Attendance and participation in General Assembly, College and School meetings;
- Service on standing committees and appointed committees by Administration, Senate or General Assembly;
- Attendance and participation in Founders' Day, baccalaureate, commencement, Honors Program, and other designated University events

See also the examples set forth in Section 3.3.1.3.

External (Professional)

- Lecturing and consulting, rendering professional services for community and public institutions or organizations which advance the mission of Dillard University.
- See also the examples set forth in Sections 3.3.1.2 and 3.3.1.3.2.

3.4.5.2 Promotion in Rank Criteria

Promotion in rank is made on the basis of the fulfillment of the qualifications of the rank being sought (see Section 2.3.1). In addition to standards such as possession of the appropriate degree and serving the stated time in rank prior to promotion, decisions to advance a faculty member in rank are based on the faculty member's teaching, scholarship, and service activities as evaluated in accordance with the evaluation criteria set forth in Section 3.3.1. The level of performance in these areas depends on the rank for which the faculty member is being considered. The University does not award promotion in rank based solely because of length of service.

For a ranked faculty member whose term of appointment begins after the commencement of the spring semester, the applicable term of service requirement commences with the beginning of the following academic year.

3.4.6 Appeal of Unfavorable Tenure or Promotion Decisions

All candidates will be informed of unfavorable decisions regarding promotion and tenure and of their right to appeal. When a candidate receives notification from the VPAA of an unfavorable decision, the following review process is available:

1. A candidate must file an appeal to the VPAA within 30 days following the decision. The appeal petition must allege facts sufficient to establish that:
 - a. Policies and procedures governing the review process were not adhered to as specified in the *Faculty Handbook*; and/or
 - b. Relevant criteria were not adequately considered in arriving at the recommendation. Determining whether "adequate consideration" was given refers to procedural rather than to substantive issues (i.e., Was the decision conscientiously arrived at? Was all available evidence bearing on the relevant performance of the candidate sought out and considered? Was there adequate deliberation by the department over the import of the evidence in the light of the relevant standards? Were irrelevant and improper standards excluded from consideration? Was the decision a bona fide exercise of professional academic judgment?) Accordingly, the Appeal Panel will not substitute its judgment on the merits for that of the body or individual that made the decision. Rather, the panel's review will be limited to matters of process and not substantive issues involving the merit of the case. Introduction of new materials not present in the original dossier/portfolio will not be permitted.
2. Within 15 calendar days following receipt of the written appeal, the President along with the VPAA will form an Appeal Panel, which consists of seven tenured faculty members from the four Academic Colleges. The members of this panel may not include one who served on any of the Tenure and Promotion committees of the schools/departments or the University standing Promotion and Tenure committee. The focus of the Appeal Panel is to determine whether the grounds for appeal have been established by the faculty member based on the greater weight of the evidence and shall be limited to matters of process and not substantive issues involving the merit of the case.

3. The Appeal Panel will have investigative powers and may interview persons in the evaluation process who it believes may have information potentially relevant to the appeal. Moreover, the affected faculty member and a representative from the administration have the right to make a statement (either oral or written, or both) to the panel. Similarly, the Chair of the University Promotion and Tenure Committee and the VPAA may choose to explain their respective findings in person before the panel. All such testimony, whether written or oral, shall be documented and included in the faculty member’s permanent evaluative file.
4. Within 30 calendar days of receiving the appeal, the panel will issue a report addressed to the candidate, the Academic College Dean, and the VPAA. The panel’s report will include findings of fact and conclusions with respect to the grounds alleged on appeal and, where appropriate, will make recommendations for corrective action.
 - a. If no infractions of process are discerned, the original decision stands.
 - b. If infractions are discovered, the panel’s report will include recommendations for resolution to the VPAA and reported to the President.
 - c. The VPAA’s decision as to whether to sustain or deny the appeal based on the panel’s recommendations will be final. The VPAA may not grant promotion or tenure as an outcome of the appeal process. If the appeal is sustained, the VPAA will remand the case to where the error occurred for further evaluation under the established promotion and tenure evaluation process. This review will take place during the first semester of the following academic year. The VPAA’s decision and rationale will be transmitted in writing to the candidate, the Appeals Panel, and the President within 7 calendar days of receiving the committee’s findings and recommendations. The VPAA’s decision shall be final and not subject to appeal.

3.4.7 Post-Tenure Review of Faculty

The post-tenure review process will serve as the vehicle to evaluate tenured faculty and will generally occur every five (5) years of a tenured faculty member’s service at Dillard University following the granting of tenure and shall recur at five-year intervals unless interrupted by promotion review or other circumstances described in this section. A positive promotion serves to re-start the post-tenure review clock.

Example: If the most recent positive promotion or tenure action occurred in AY 2018, the post-tenure notification would occur in the AY 2024/2025.

Fall 2018 / Spring 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Semester Applying for Tenure or Promotion/Semester Tenure or Promotion Made/Awarded	Year 1	Year 2	Year 3	Year 4	Year 5	Post Tenure Review Due

Academic College Deans are exempt from the review while they are serving in their administrative posts. Additionally, tenured faculty members who are on leave during the prescribed year of review will ordinarily be reviewed the year after returning. Exceptions to participating in the post-tenure review may also be granted at the discretion of the VPAA if the faculty member has submitted a letter of intent to retire, resign, or apply for early retirement to be effective within two years from the academic year of the review. Finally, a tenured faculty member may postpone a scheduled professional development review for extenuating circumstances, such as health problems, upon the approval of the VPAA.

The VPAA may initiate a post-tenure review of faculty prior to the five-year schedule described in this section should he/she become aware of alleged deficiencies in a faculty member’s teaching and/or scholarship. In the event that the VPAA initiates a post-tenure review prior the standard five-year schedule, the VPAA shall provide the faculty member with a written summary of the area(s) of concern that prompted the review. The VPAA’s decision to initiate a post-tenure review shall not be appealable.

3.4.7.1 Post-Tenure Review Procedures/Guidelines

1. Post Tenure Review Calendar

The following are the expected deadlines for the post-tenure review. Upon the approval of the VPAA, there will be allowances for cases where it is appropriate or necessary to extend one or more deadlines.

Faculty Member’s Report Due	Oct. 15
School Chair’s Report Due to Faculty Member	Nov. 30
School Chair’s Recommendation Due to Dean	Dec. 15
Dean’s Report Due to Faculty Member	March 1
Dean’s Report Due to VPAA	March 30

2. Submission of Report

The post-tenure evaluation process is begun by the faculty member submitting a written report that self-assesses the faculty member’s professional activity in teaching, scholarship, and service as described in Section 3.3.1 at the appropriate level for the faculty member’s rank covering the five-year period from the last cumulative review. The report, with supporting documentation, is submitted to the School Chair on or before October 15th and becomes part of the faculty member’s permanent evaluative file.

3. School Chair’s Evaluation

The School Chair’s evaluation, which is conducted in consultation with the faculty member’s Program/Level Coordinator, focuses upon the tenured faculty member’s teaching, scholarship, and service activities as described in Section 3.3.1 at the appropriate level for the faculty member’s rank and normally constitutes the major evidence of the faculty member’s competence in these areas. A tenured faculty member who has received a reduced load shall be evaluated according to

the work performed. The faculty member shall not be penalized for a reduced load. If the faculty member is a Chair, the Dean shall review the Chair's work as a faculty member, treating administrative work as a form of service.

As part of the deliberative process, the School Chair shall have access to the complete contents of the faculty member's dossier/portfolio on a confidential basis. With prior knowledge of the faculty member and as a part of a comprehensive departmental evaluation of a faculty member's teaching, the School Chair may visit classes and include the results of such observations in the departmental evaluation.

After completing its review of the above materials, the School Chair will prepare and submit to the faculty member on or before November 30 a written evaluation of the faculty member's performance in each of the areas of responsibilities for the period covered by the evaluation.

If the faculty member disagrees with any aspect of the School Chair's report, the faculty member shall be permitted to submit to the School Chair a written response within seven business days. Evidence of the faculty member's opportunity to review the evaluation, together with any written comment the faculty member might choose to append, must be attached by the School Chair to the evaluation and included in the faculty member's dossier/portfolio. The School Chair shall send the dossier/portfolio and the faculty member's response thereto, to the appropriate Dean on or before December 15.

4. The Dean's Evaluation

The Dean shall have access to the complete contents of the faculty member's dossier/portfolio on a confidential basis. This includes the faculty member's program level evaluation and any teaching evaluations, reports, or other relevant statements submitted by the faculty member or appearing in the dossier/portfolio.

Upon receipt of the faculty member's evaluative files, the Dean shall then offer independent written evaluation concerning the work of the tenured faculty member. The Dean's evaluation shall be based on an independent assessment of the faculty member's professional work as described in Section 3.3.1 at the appropriate level for the faculty member's rank and as documented in the faculty member's dossier/portfolio. In addition, the Dean shall ensure that the Chair's evaluation followed proper procedure.

With the prior knowledge of the faculty member and as a part of a comprehensive evaluation of a faculty member's teaching, the Dean or the Dean's delegate may visit one or more classes and include the results of such observations in any written evaluation influenced by the visits.

After completing the review of these materials, the Dean will prepare and submit to the faculty member on or before March 1st a written evaluation of the faculty member's performance in each of the areas of responsibilities for the period covered by the evaluation. When the Dean's evaluation or recommendation disagrees with the Chair's on any matter, the Dean's report must include an explanation of the specific reasons for the differing evaluation. The Dean's evaluation, together with any accompanying documentation or justification, will be included in the faculty member's dossier/portfolio.

If the faculty member disagrees with any aspect of the Dean's report, the faculty member shall be permitted to submit to the Dean a written response to the report within seven business days. Evidence of the faculty member's opportunity to review the evaluation, together with any written

comment the faculty member might choose to append, must be attached by the Dean to the evaluation and included in the faculty member's dossier/portfolio.

If the Dean's evaluation determines the faculty member's performance is satisfactory, then the post-tenure evaluation shall be considered complete and a summative report will be submitted to the VPAA.

If, however, the Dean determines that the tenured faculty member's performance is not satisfactory in one or more of the three areas of faculty responsibility, the faculty member will be notified by the Dean in writing of the necessity to participate in the design and implementation of a development plan.

A. Development Plan

The development plan is drafted by the faculty member in consultation with the faculty member's Dean. The plan must be tailored to meet the faculty member's individual circumstances and include the following:

- Specific goals and objectives that will address those areas identified by the Dean;
- An outline of the necessary activities that must take place to achieve the goals and objectives;
- Set time lines for the accomplishment of the identified activities;
- A listing of University resources available to support the plan and identification of how and when such resources will be made available to the faculty member; and
- A definite means of measuring progress in achieving the identified goals and a specification of how, and how frequently, progress will be monitored.

Within thirty (30) days written notification to the faculty member of the necessity to develop the plan, the faculty member will submit the proposed plan to the Dean for approval. If the plan is accepted, a copy will be forwarded to the VPAA. If the development plan is not accepted by the Dean, the faculty member, in consultation with Dean, will modify and resubmit the plan to the Dean within ten (10) academic days. Failure to reach an agreement on a development plan will necessitate mediation by the VPAA.

B. Completion of the Plan

Once approved, the development plan will serve as the basis for the subsequent review by the Dean the following academic year.

At the conclusion of the twelve-month period, the faculty member will prepare a report summarizing his/her progress on achieving the objectives specified in the development plan. This report shall be forwarded to the Dean, who will independently review the faculty member's progress.

The Dean, after a careful and independent review of the dossier/portfolio, shall issue a written evaluation regarding whether the faculty member has met the objectives of the plan. If the faculty member is determined by the Dean to have met the objectives of the plan, the post-tenure evaluation is complete, and a new post-tenure evaluation cycle shall begin in the next appointment year. Copies of the development plan and the assessment of the progress achieved by the end of the development period will be added to the faculty member's personnel file. If the faculty member is determined by the Dean to have not met the objectives of the plan, the Dean's written and signed

report shall include an explanation of its concerns to the VPAA and a recommended course of action.

The faculty member shall have the opportunity to respond to the Dean's review within fifteen business days. The faculty member's report and the Dean's evaluation, along with the faculty member's responses then become part of the faculty member's permanent personnel file.

C. VPAA's Review and Decision

If the Dean determines the faculty member has not met the objectives of the plan, the Dean's report, recommended course of action, and the evaluative file shall be forwarded to the VPAA.

The VPAA will consider the faculty member's evaluative file along with the findings and recommendations of the Dean and any written responses submitted by the faculty member and make an independent decision regarding the Dean's recommended course of action.

Note: The procedures for dismissing tenured faculty for cause are separate from this policy and may be invoked, when appropriate, at any time at the discretion of the VPAA.

3.5 Faculty Personnel Files

3.5.1 Faculty Personnel Files

The University maintains personnel files for each individual granted faculty status as follows:

1. **In the Office of Human Resources:** personal data information (race, gender, date of birth, marital status, religion, etc.); Human Resource forms; hiring transaction documents (payroll notices, etc.); payroll change documents (salary increases or changes, changes in status); salary and fringe benefit data; and other documents required by law. In addition, the Office of Human Resources maintains a separate file that includes the employee's medical and benefits records in accordance with the Americans with Disabilities Act, as well as Family and Medical Leave Act and The Health Insurance Portability and Accountability Act of 1996. Access to an employee's medical file and any medical-related information is restricted to the employee and Human Resources staff. Supervisors generally may not be provided with medical information about employees. A supervisor is entitled to know any necessary restrictions on an employee's duties and information necessary to make reasonable accommodations.
2. **In the Office of Academic Affairs:** Appointment letters; original materials submitted by faculty members for initial appointment (i.e., letters of application and licensure documents, credentialing forms and related materials, copies of transcripts, etc.); student course evaluations; dossier materials; evaluation documents; and promotion in rank and tenure (if applicable) materials.

Personnel files, regardless of type, are owned by, securely maintained in the appropriate office, and are the property of the University and it reserves the right to adopt reasonable rules concerning the frequency of file inspections to prevent potential abuses. Following separation for any reason, the files are retained pursuant to the University's Record Retention Policy and Schedule.

3.5.2 Faculty Access to Personnel Records

Individuals with faculty status may request to review their personnel, medical, and benefits records files by contacting the appropriate office and setting up a pre-arranged appointment. Files may not be removed from the office housing the records, even temporarily. Individuals with faculty status may request to have additional information added to their file. Such requests should be submitted to the VPAA who will render a decision within seven business days of receiving the request.

If an addition is made to a faculty member's personnel file, he/she will be informed and will be given the opportunity to respond to the addition.

All Dillard University employees will be responsible for paying the reasonable expenses incurred in copying their files.

3.5.3 Release of Information

Information housed in the personnel, medical, and benefit records files are confidential and will not be released to persons outside the University without written employee authorization or as required by law. The University from time to time receives subpoenas for employee records. Subpoenas for any employee record must be forwarded to the Office of Legal Affairs. In most civil actions, a subpoena for such records must contain an affidavit stating the employee has received notice of subpoena. The University will comply with its legal obligations to produce employee records requested by subpoena. A right of privacy, however, may protect employee records. Accordingly, the Office of Legal Affairs will contact the employee when a subpoena for records is received to afford the employee the opportunity to review the records being requested in the subpoena. The employee may file papers with the court before the date specified on the subpoena for producing records if the employee objects to the University furnishing records to the party seeking records. The University must receive written documentation to cancel the subpoena from the court or the requesting party on or before the production date.

3.5.4 Verification of Employment

Human Resources will verify only the title and dates of employment of its current and former employees. Recommendations, character references, and/or professional references are not to be given in the name of the University. Personal references must be clearly identified as such, and not as an official statement of the University, nor written on Dillard University or school/program letterhead (see below).

3.5.5 Personal References

Personal references given by employees of the University regarding current or former employees are discouraged. If an employee does decide to give a personal reference on behalf of a current or former employee, the employee providing the reference must state that he or she is not permitted to speak on behalf of the University. Personal references regarding current or former University employees must not be written on Dillard University or school/program letterhead or sent via a University-issued email account.

Note: References for students are highly encouraged and may be written on University letterhead or sent via a University-issued email account.

3.5.6 Personal Status Change

In order to maintain updated payroll and medical/benefit records, employees should notify Human Resources of any changes in name, home address, telephone number, and any events impacting fringe benefits as applicable, such as change in marital status, birth of a child, adoption of a child, death of a spouse or child, increase or decrease in number of dependents.

3.6 Faculty Development

3.6.1 Faculty Enhancement

The University takes the position that academic and professional excellence must be pursued, achieved, and rewarded. Dillard University provides faculty members the opportunity to continue professional development throughout their teaching careers in the Center for Teaching, Learning and Academic Technology.

In addition, the University demonstrates its commitment to faculty professional academic development by encouraging faculty to pursue advanced study and assisting faculty to obtain funding for additional graduate work in their disciplines, by providing leaves of absence for such study and research, by funding participation in professional meetings, by providing various workshops and in-service seminars, and by financially assisting faculty who attend summer workshops and/or seminars sponsored by the University, University consortium members, or agencies promoting professional growth.

3.6.2 Sabbatical Leave

Sabbatical leaves will be granted only for tenured faculty for the primary purpose of enhancing the value of the recipient's further service to the University and his/her profession through study, research or publication undertaken to improve pedagogical techniques, solve administrative problems, or broaden the scope of the knowledge in the faculty member's discipline.

Sabbatical leaves are a privilege, not a right, are granted at the sole discretion of the VPAA. They are not rewards for service to the University; they are, rather, a normal and regular means of faculty development, mutually beneficial to the University and the faculty member. Consequently, sabbaticals presuppose both the University's commitment to the tenured status of the faculty member, and the faculty member's commitment to return to the University for at least one full academic year of full-time University service immediately following the leave unless it is mutually agreed between the faculty member and the VPAA in writing to shorten or eliminate the period of subsequent service. If a faculty member does not complete a full year of service at the University following a sabbatical leave, the faculty member shall immediately reimburse the University for salary and any other amounts paid to the faculty member while on sabbatical. Leaves for personal, academic, educational, or employment purposes are not counted as any part of the full year of service required after the return from a sabbatical.

Application and Approval Procedures

Sabbaticals are competitive, and a sabbatical leave is awarded to eligible tenured faculty members on the strength of their applications. Since the purpose of the sabbatical program is professional development and not personal vacation, the applications must set out clearly the professional objectives to be achieved by the proposed sabbatical, as well as an indication of the major steps to be taken in reaching those objectives. The application should show the relevance of these

objectives to one or more of the areas of faculty responsibility if that relevance is not obvious.

The sabbatical application is submitted to the Chair of the Promotion and Tenure Committee by December 1 of the Fall semester before the academic year in which the sabbatical is desired. Late applications will not be considered. Submitted applications will be considered according to the following criteria:

- Years of full-time tenured service and number of previous sabbaticals;
- The faculty member's past performance and the likelihood of significant professional development during and because of the sabbatical;
- Soundness of scholarship and procedures; and
- Direct or indirect benefit to the University community.

Upon receipt, sabbatical applications undergo a rigorous review process by the Promotion and Tenure Committee, which offers a recommendation to the School Chairs, Academic College Deans, and VPAA, who collaboratively evaluate the proposed sabbatical projects as to how they will benefit students, the faculty member's School and Academic College, and the University as a whole when the faculty member returns to the campus. Sabbatical leaves are granted solely at the discretion of the VPAA and are contingent upon the University's ability to fund them. Denial of a sabbatical application is not disciplinary in nature and is not grievable.

Additional Guidelines

Sabbatical leave may be granted either for a period of one semester at the faculty member's full base salary rate for that semester (i.e., 100% of one semester's base salary) or for one academic year at one half of the faculty member's annual base salary (i.e., 50% of two semester's base salary).

Except for fellowships, scholarships, grants-in-aid, and nominal salary received as a visiting or research professor at another college or university, a faculty member on sabbatical leave may not accept remunerative employment during such leave unless specific arrangements have been made and approved in advance by the VPAA.

A sabbatical leave does not constitute a break in years of service. Accordingly, in the determination of the salary of a faculty member who returns after sabbatical leave, the time spent on leave will be considered as time spent in the service of the University. In addition, the time spent on leave will be considered as time spent in the service of the University for purposes of promotion in rank and tenure applications.

Reporting

Within 30 days of completion of the sabbatical leave, the faculty member is expected to:

- Submit to the VPAA a written report on the work accomplished during the period; and
- Present a program (if appropriate) for implementing ideas and plans resulting from the faculty member's work.

Future Sabbaticals

A tenured faculty member granted a sabbatical leave is eligible to apply for a subsequent sabbatical leave after at least six additional years of continuous, full-time service following the return from a previous leave.

3.7 Faculty Compensation, Benefits, and Leaves

3.7.1 Faculty Compensation

Dillard University offers competitive compensation. The VPAA and the Vice President for Business and Finance share the responsibility for determining salaries. Faculty salaries at Dillard University are determined by classification and rank: Adjunct, Lecturer, Instructor, Assistant Professor, Associate Professor, and Professor. Each classification contains brackets to honor time, experience, and rank. Where the Board of Trustees determines funds are available, faculty may receive salary increases in one or more of the following areas:

- **Cost of Living:** The Board of Trustees may grant cost of living increases.
- **Tenure and Promotion:** Faculty awarded tenure and/or promotion will receive a minimum 4% increase in salary.
- **Merit:** Based upon recommendations by the appropriate School Chair and Academic College Dean, faculty may be granted merit raises. Written documentation of outstanding performance must be provided to support consideration for a salary increase based on merit.

3.7.2 Faculty Benefits

Faculty may contact the Office of Human Resources for eligibility criteria and information regarding the University health plan, retirement plan, life insurance, and other benefits.

3.7.3 Faculty Leaves of Absence

Policies regarding the various leaves available to eligible employees of the University, including policies regarding FMLA, sick leave, and military leave can be found in the Office of Human Resources, as well as the *Employee Handbook*. Below are leave policies that accrue only to eligible full-time faculty members.

3.7.3.1 Academic Leave

Leaves of absence may be granted to faculty members who have obligations for major publications or professional enhancement and development that will directly increase job effectiveness. Such leaves must be recommended by the Academic College Dean and approved by the VPAA. Faculty members granted such leaves shall return to their positions at the salary they were earning at the time the leave was granted plus any increments that may have been rewarded by the University. Such leaves are granted for one year at a time; no more than two consecutive years of leave of absence are permitted. Such leaves, if granted, shall be without pay. Contact the human resources office for benefits eligibility.

3.8 Faculty Separation from Service

Faculty members may end their employment relationship with the University through resignation, retirement, or death. The University may terminate its employment relationship with a faculty member through non-reappointment (full-time faculty), dismissal for cause, or a reduction in force resulting from a financial exigency or academic program curtailment.

The following definitions and procedures preserve the rights and interests of both faculty and the University:

3.8.1 Resignation

Resignation is a means of separation by which a faculty member ends his/her employment relationship with the University prior to the end of an appointment period. Faculty intending to resign must notify the appropriate Academic College Dean in writing at the earliest possible opportunity, but no later than April 15th of the preceding academic year.

3.8.2 Retirement

Retirement is a means of separation by which faculty members end their employment relationship with the University. Members of the faculty who intend to retire must submit a letter to the appropriate Academic College Dean stating their intention to retire and specifying an effective date. Notification to the University must be made no later than December 15th of the preceding academic year before retirement.

3.8.3 Non-Reappointment

Non-reappointment is a means of separation by which the University ends its employment relationship with a non-tenured member of the full-time faculty at the conclusion of the faculty member's term of appointment. Non-reappointment does not include the ending of a Term Appointment Letter issued to Auxiliary Faculty at the expiration of the period for which the appointment was made. Such appointments end by their own terms and do not renew absent an affirmative act of the University. Moreover, non-renewal is inapplicable to tenured faculty members. Tenure is granted by the University with the intent that the faculty member's appointment will be renewed annually until the faculty member retires or resigns or the tenure appointment is terminated for adequate cause, programmatic changes, or financial exigency.

The VPAA shall endeavor to issue written non-reappointment notices to non-tenured members of the full-time faculty on or before March 1st. The issuance of such notices usually occurs due to an individual's failure to meet applicable standards for reappointment (see Section 3.8.3.1 below) or tenure as determined through the process of faculty evaluation. In addition, the University will take into consideration the general quality and needs of the University faculty and the financial and other aspects of the University's current and projected condition in making recommendations for appointment renewal. Such needs may encompass, but are not limited to, the future scope, direction and viability of an academic program or department; student enrollment patterns and projections; regulatory matters that impact a program's status; strategic institutional plans; and financial resources and projections.

Letters of notification to full-time, non-tenured faculty are issued as soon as the review process is complete or the change in circumstances and/or needs of the University is determined, no later than December 15th of the academic year in progress. Faculty, in their first year of service, should be notified of non-reappointment no later than March 1st if the appointment expires at the end of the year. If the appointment terminates during the academic year, faculty must be notified of non-reappointment at least three months in advance of their termination. Letters of non-reappointment and appointment letters are typically dispatched by certified U.S. mail. At the request of the faculty or for expediency, such letters may be dispatched by email.

If, through administrative error or other delays, the University fails to act in accordance with the time periods specified above as part of the reappointment process, the University shall make good faith attempts to administratively remedy the deficiency. However, reappointment shall never be granted through default, delay, or administrative error.

A letter of non-reappointment is not a dismissal for cause, and non-tenured full-time faculty have no contractual right to employment beyond the expiration of their current appointment term. In taking the action of non-reappointment, the University is not obligated to demonstrate the validity of the decision. Therefore, the provision of reasons shall not be equated with such a demonstration. However, a non-tenured full-time faculty member who is non-reappointed shall be advised, upon written request to the Academic College Dean, of the reasons which contributed to the non-reappointment decision. If the faculty member so requests, those reasons shall be confirmed in writing.

While the decision not to renew a non-tenured full-time faculty member's appointment is as the discretion of the University, such a decision may not be discriminatory, violative of academic freedom, or based on inadequate consideration (i.e., that there has been a significant violation of procedures related to decisions affecting non-reappointment). In cases where a faculty member believes the non-reappointment has been discriminatory, violative of academic freedom, or internal procedures have not been adhered to, he or she may file a grievance in accordance with the Faculty Grievance Policy (see Section 3.9). The faculty member bears the responsibility for establishing a prima facie case and assumes the burden of proof in support of the grievance.

Note: The notice provisions set forth above do not apply to non-tenured full-time faculty members who have been issued a terminal appointment letter. Non-reappointment occurs at the end of the appointment period set forth in the terminal faculty appointment letter. Reasons for termination of such appointments need not be given. The University reserves the right to provide compensation in lieu of retaining a faculty member who receives a terminal appointment letter until the end of the appointment period.

3.8.3.1 Standards for Reappointment

To receive a positive recommendation for renewal of appointment, a non-tenured member of the full-time faculty must demonstrate, by virtue of the evidence submitted as part of the annual evaluation, the following:

1. Conduct in accordance with the standards of professional conduct (Section 3.1) and duties and responsibilities of faculty (Section 3.2);
2. Effective teaching (Section 3.3.1.1) and the promise of continued development as a teacher;
3. In consideration of the relative emphasis given to each, effective scholarship (Section 3.3.1.2) and service (Section 3.3.1.3), and the promise of continued involvement in each; and
4. As applicable, improvement in the area(s) of performance identified as needing attention in feedback received from any prior evaluation.

3.8.4 Dismissal for Adequate Cause and Disciplinary Action

3.8.4.1 Full-time Faculty Procedures

Subject to the procedures set forth below, the University reserves the right to dismiss a full-time tenured or tenure-track faculty member (hereinafter “faculty member”) during the term of an appointment for adequate cause. Discipline, dismissal, or the threat of discipline or dismissal may not be used by the University to restrain faculty members in their exercise of academic freedom.

Examples of conduct that may result in dismissal or discipline include, but are not limited to, the following:

- Flagrant or persistent neglect to comply with University policies, procedures, rules, or other regulations, including, but not limited to, violation of the University’s Prohibited Conduct Policy;
- Formal or overt rejection of the fundamental mission and purposes of the University;
- Admission of or conviction for a criminal act which clearly indicates unfitness to continue as a member of the faculty;
- Causing notorious or public scandal;
- Causing deliberate and serious violation of the rights and freedom of fellow faculty members, administrators, or students.;
- Professional incompetence, failure to meet the standards of performance and/or professionalism and collegiality, or continued neglect of academic duties and/or responsibilities as published in this *Faculty Handbook* or in the policies of the applicable Academic College, school, or program;
- Intentional obstruction of University functions;
- Engaging in discriminatory or harassing behavior, including but limited to, sexual harassment;*
- Threat of physical intimidation;
- Willful destruction, theft, or misappropriation of University funds, property, services, or other resources;
- Inability to perform an essential function of the faculty position, given reasonable accommodation, if requested;
- Loss of professional licensure, if licensure is required for the performance of the faculty member’s duties;
- Engaging in academic dishonesty (i.e., plagiarism, research misconduct, falsification of research or scholarship, etc.) or other serious violation of professional ethics or responsibility in teaching, scholarly or creative work, or service;
- Engaging in serious violation of professional responsibility in relations with students, employees, or members of the University community; or
- Falsification of credentials and experience or a University record, including but not limited to information concerning the faculty member’s qualifications for a position or promotion.

*Allegations of discrimination, harassment, and sexual and gender-based misconduct against a

faculty member will be investigated and resolved pursuant to the University's Prohibition Against Harassment and Discrimination and Harassment or Sexual Misconduct policies, as applicable. Faculty members who are subject to disciplinary proceedings under those policies and procedures may be subjected to sanctions under this policy.

In specific circumstances, dismissal for adequate cause will not be initiated until the faculty member in question has had an opportunity to correct the deficiency or deficiencies. For example, if a faculty member fails to meet the standards of professionalism in teaching effectiveness and a resolution cannot be reached, the faculty member may be referred to the Center for Teaching and Learning and Academic Technology for professional growth and teaching effectiveness training. Where necessary, however, the University may eliminate such notice and opportunity.

A. Informal Resolution/Preliminary Stage

When the attention of a School Chair is drawn to credible allegations about a faculty member that, if true, would be grounds for disciplining, including possible dismissal for cause, the School Chair will conduct a preliminary investigation. In doing so, the School Chair may use the results of investigations conducted by internal or external sources such as Human Resources, campus security, law enforcement, or auditors. In cases of alleged unlawful discrimination or harassment, the School Chair shall refer the matter to Human Resources or, in the case of alleged sexual discrimination, including incidents of sexual assault, stalking, domestic violence, or intimate partner violence, the University's Title IX Coordinator. Upon receipt of allegations that a faculty member has engaged in misconduct related to sexual harassment and/or discrimination, Human Resources and/or the University's Title IX Coordinator may take interim measures, in consultation with the VPAA, in order to protect students and/or the broader University community. Such interim measures shall not constitute discipline.

During the School Chair's preliminary investigation, the Chair must notify the faculty member of the allegations and provide the faculty member with an opportunity to respond to the allegations via a face-to-face meeting. If, after the meeting, the allegations still seem credible, the School Chair will notify the Academic College Dean and the faculty member in writing that such allegations have been made. The faculty member will have the opportunity to respond in writing to these allegations.

Based on the recommendations from the School Chair and an independent review of any investigatory materials, the Academic College Dean will recommend to the VPAA either that the matter be dropped, that discipline short of dismissal be imposed, or that the faculty member be dismissed for adequate cause. The Academic College Dean's recommendation must be accompanied by a written explanation of his or her recommendation. If discipline short of dismissal is recommended, the **Procedures for Disciplining Short of Dismissal** will be followed. If dismissal for adequate cause is recommended, the **Procedures for Dismissal for Cause** will be used. The utmost care will be taken by the parties throughout this preliminary stage to preserve confidentiality to protect the faculty member concerned and to maintain collegiality.

B. Procedures for Disciplining Short of Dismissal

Where disciplinary action short of dismissal for cause is sought, the Academic College Dean, after consultation with the VPAA, will provide the faculty member with written notice of the cause for disciplinary action, the anticipated disciplinary action, and an opportunity to respond prior to a specific and reasonable deadline before the imposition of any disciplinary action.

After receiving the response from the faculty member or if the faculty member fails to respond, the Academic College Dean will make a decision regarding the disciplinary action and notify the faculty member in writing. The disciplinary action may include, but is not limited to, any of the following based upon the circumstances of the matter:

- Verbal or written reprimand
- Suspension with or without pay
- Denial of salary increase(s)
- Revocation of a sabbatical leave.

The faculty member may challenge the imposition of any disciplinary action by the Academic College Dean by filing a grievance under provisions of the Faculty Grievance Policy.

Suspension without pay during the academic year may not exceed one semester. Suspension without pay during the academic year will normally not be imposed until the grievance process is completed (if a grievance is filed).

A copy of the disciplinary action will be placed in the faculty member's personnel file.

C. Procedures for Dismissal for Adequate Cause

Dismissal for adequate cause is a severance action by which Dillard University terminates a faculty member with a full-time appointment prior to the expiration of the appointment term for adequate cause.

When an Academic College Dean recommends the dismissal of a faculty member for adequate cause, the VPAA will determine whether further investigation is necessary. If the VPAA determines that further investigation is necessary, the VPAA or a designee(s) will conduct the investigation. The results of the investigation, along with the recommendation of the Academic College Dean and any other information available to the VPAA, will be used by the VPAA to determine if formal charges to dismiss the faculty member will be filed.

No formal charges will be filed until after the faculty member has been informed in person by the VPAA that such charges may be filed (which may occur at this first face-to-face conference). In cases in which the faculty member is not available for a face-to-face meeting, a telephone discussion, video conference and/or correspondence with a reasonable opportunity to respond may be utilized at the discretion of the VPAA. The meeting is intended to be collegial and may result in a resolution mutually acceptable to the parties. While an advisor of the faculty member's choice may be present at the meeting with the VPAA, the advisor may not directly participate. The faculty member may elect to forgo a meeting.

Following the meeting, at the discretion of the VPAA, the VPAA may elect to informally consult with the Academic Responsibilities, Grievance, and Ethics Committee (hereinafter "Committee"). The Committee may recommend settlement or advise the VPAA whether, in its opinion, dismissal or a lesser sanction should be undertaken, without its advice being binding upon the VPAA.

After meeting with the faculty member, considering the advice of the Committee (if applicable), and independently reviewing the results of the investigation, the VPAA may decide that the matter be dismissed entirely, that discipline short of dismissal will be imposed, or that the faculty member should be dismissed for adequate cause.

If discipline short of dismissal is imposed, the VPAA will issue a letter to the faculty member outlining the sanctions (see **Procedures for Disciplining Short of Dismissal** above for a listing of possible sanctions). The faculty member may challenge the imposition of any disciplinary sanctions imposed by the VPAA by filing a grievance under provisions of the Faculty Grievance Policy. The filing of a grievance shall not stay the imposition of the disciplinary sanction.

If, however, the VPAA decides to proceed with dismissal for cause, a written notice of dismissal for cause will be communicated from the VPAA to the faculty member. The notification may be delivered personally to the faculty member or will be considered to have been communicated if delivered to the faculty member's University email address and home address on file with Human Resources. The VPAA's notice will at a minimum include:

- A full and complete statement of the charge or charges upon which dismissal is based;
- The effective date of the dismissal; and
- A statement that, within 15 business days from the receipt of the dismissal notice, the faculty member may, in writing to the VPAA, request a formal review by the Academic Responsibilities, Grievance, and Ethics Committee. The appeal request must be accompanied by the faculty member's written response to the charges.

Request for a committee review must be filed with the VPAA by the faculty member within 15 days after notification of termination. Failure to file a request for review within this time will constitute a waiver of the right of review and acceptance of the dismissal for cause. If a review is requested, (i) the VPAA will transmit the request to the committee chair, and (ii) the specific charges which form the basis for the termination will be communicated in writing by the VPAA to the faculty member and the Committee within two weeks after filing of the request for the review. Those charges will constitute the subject of the committee's review.

1. Committee Review Hearing

During the Committee's review hearing, the faculty member will be permitted to be accompanied by an adviser of his or her choice upon notice being given to the committee. The Chair of the Committee, upon consultation with the committee members, has the discretion to determine the extent to which the faculty member and adviser may participate in the hearing. Both the faculty member and adviser may be present during the hearings of the committee, but neither may be present during the deliberations of the committee. If the faculty member under review is a member of the committee, the faculty member must be recused from the committee for the review hearing proceedings.

- a. The Committee will complete its work and issue its written report within 30 days of receiving the written statement of charges from the VPAA.
- b. The University will appoint an administrator to present the case for dismissal.
- c. The committee may, with the consent of the parties concerned, hold joint preliminary meetings with the parties in order to (i) simplify the issues, (ii) effect stipulations of facts, (iii) provide for the exchange of documentary or other information, and (iv) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective and expeditious.
- d. Service of notice of hearing with specific charges in writing will be made in person or via email at least ten (10) calendar days prior to the hearing. The faculty member may waive a

hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing but denies the charges or asserts that the charges do not support a finding of adequate cause, the committee will evaluate all available evidence and rest its recommendation upon evidence in the record.

- e. The hearing will not be open to the public or members of the University community whose presence has not been specifically requested by the faculty member, administration or hearing committee.
- f. A verbatim record of the hearing or hearings will be taken, and a typewritten copy will be made available to the faculty member without cost, at the faculty member's request.
- g. The burden of proof that adequate cause for dismissal exists rests with the University and will be satisfied only by the preponderance of the evidence in the record considered as a whole.
- h. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the committee in securing witnesses and making available documentary and other evidence.
- i. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and, if possible, provide for interrogatories.
- j. In a hearing on charges of incompetence, the testimony will include that of qualified faculty members from the University or other institutions of higher education.
- k. The committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
- l. The findings of fact and the decision will be based solely on the hearing record.
- m. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by all parties will be avoided so far as possible until the proceedings have been completed, including consideration by the Board of Trustees if applicable.
- n. Within ten working days of the conclusion of the hearing, the committee shall prepare a written report after the conclusion of the hearing. The report will include: (a) detailed findings of fact based on the evidence in the record with supporting reasons and conclusions; (b) a recommendation on whether, in the committee's opinion, adequate cause for dismissal exists, based on a majority vote of the committee; (c) any dissenting opinions; and (d) a recommendation on affirmation of the dismissal, some other disciplinary action short of dismissal, or no action, with, in each case, reasons therefor.
- o. The faculty member will be afforded ten (10) calendar days to respond in writing to the committee's report. Upon the faculty member's request, the record of the hearing will be provided.

- p. The committee's report, as well as the record of the hearing and the faculty member's written response (if submitted) will be forwarded by the Chair of the Committee to the President.

2. President's Review and Recommendation

The President will independently review the record of the hearing and the faculty member's written response (if submitted). Based upon this review, the President will issue a letter to the faculty member, the Committee, and the VPAA on the charges against the faculty member.

- If the President reverses the faculty member's dismissal for cause altogether, the written decision shall state the effective date of the faculty member's re-employment;
- If the President concludes that the administration has established adequate cause for a dismissal by a preponderance of the evidence, but that a sanction less than dismissal would be more appropriate, the sanction(s) and effective date of the faculty member's re-employment will be stated in the President's letter with supporting reasons;
- If the President sustains the faculty member's dismissal, the President's letter will state the effective date and terms of separation.

The President's letter will be delivered within ten (10) business days of receipt of the committee's report. The letter may be delivered personally to the faculty member by an agent of the President or it may be mailed to the faculty member's University address and home address on file with Human Resources.

In matters where the faculty member is not tenured, the President's written decision shall be final. In matters involving allegations rendered against a tenured faculty member, the President's letter will include text indicating the faculty member may file a final appeal with a special committee of the Board of Trustees appointed by the Chair of the Board within ten (10) working days of delivery.

3. Tenured Faculty Member Appeals to the Board of Trustees

A tenured faculty member who has been notified in writing by the President that dismissal for cause has been sustained must notify the President of the request to transmit the case to the Board of Trustees for review by the special committee in writing within ten (10) working days of receiving written notification of the President's decision. The Board's review will be based on the record of the committee hearing, as well as the President's letter.

The special committee of the Board will provide opportunity for argument, oral or written or both at its discretion, by the principals. The committee will endeavor to render a final decision on the matter within 15 working days of receipt of the appeal.

If, in reviewing the matter, the special committee of the Board of Trustees determines that there is need for additional evidence, it may return the case to the Academic Responsibilities, Grievance, and Ethics Committee for further consideration. The Board of Trustees shall make a final decision whether to reverse or modify the termination only after considering the revised report of the Academic Responsibilities, Grievance, and Ethics Committee. Throughout this process, the VPAA may serve as adviser to the Board of Trustees if the Board so desires. The President, VPAA, the committee, and the faculty member under review shall be informed in writing of the decision of the special committee of the Board of Trustees. The special committee's judgment shall be considered final.

4. Extension of Time

If the process of review is not completed prior to the effective date of termination as fixed by the VPAA, the VPAA may determine whether such effective date shall be extended, and, if so, for what period.

In addition, the timeframes provided above may be extended by the VPAA based on factors such as, but not limited to, schedule and availability of witnesses, holidays or semester breaks, and complexity of the complaint.

D. Interim Measures

At any time during the disciplinary action and/or dismissal for cause process, appropriate limitations may be placed upon the faculty member by the VPAA, including, but not limited to, suspension, assignment to other duties, or continuing in place with any necessary supervision or limitations. Such limitations will be imposed only if: (1) immediate harm to the faculty member or others is threatened by the faculty member's continuance; or (2) the faculty member's continued functioning in the position would substantially impair or disrupt the regular functions of the University. Before suspending a faculty member pending an ultimate determination of the faculty member's status through these formal due process procedures, the VPAA will consult with the Chair of the Academic Responsibilities, Grievance, and Ethics Committee concerning the propriety, length, and other conditions of the suspension. Salary will continue during the period of this type of suspension.

3.8.4.2 Auxiliary Faculty Procedures

Adjunct faculty are at-will employees and as such an adjunct faculty member's appointment may be terminated with or without cause, and with or without notice, at any time at the option of the University or of the individual adjunct faculty member.

An auxiliary faculty who holds a term appointment may be dismissed prior to the expiration of the period set forth on the appointment paperwork for incompetence or for adequate cause (see Section 3.8.4.1 for a listing of examples). Prior to dismissal, the School Chair shall confer with the Academic College Dean and the VPAA. The individual shall be provided with written notice of the reason(s) for dismissal, projected date of dismissal, and an opportunity to respond.

Disciplinary action other than dismissal may be imposed after the School Chair has conferred with the Dean and VPAA and has provided the individual with written notice of the pending disciplinary action, reason(s) for the disciplinary action, and an opportunity to respond. Upon dismissal or other disciplinary action, the School Chair shall provide the employee with written notice of his/her right to file a grievance under the University grievance procedure.

3.8.5 Reduction in Force

A reduction in force resulting in the termination of a tenured faculty member or a full-time tenure-track faculty member prior to the expiration of an appointment term may occur as a result of financial exigency or the reduction or discontinuance of an academic program or School of instruction.

3.8.5.1 Financial Exigency

The determination that a state of financial exigency exists at Dillard University is subject to consideration by the Board of Trustees.

The University defines financial exigency as a serious financial condition that threatens the academic integrity of the University or of one of its academic programs or School of instruction. Financial exigency permitting termination of a tenured faculty member need not threaten the viability of the University as a whole, but may apply only to a specific academic program, division, or department. In the event the Board of Trustees agrees a financial exigency exists and development of a plan for remedying the condition is required, the protection of viable academic programs and of tenured faculty appointments shall be a priority. When, in the sole discretion of the President, alternative means of addressing the exigency have been exhausted or are not practicable, the University may terminate the appointments of tenured or ranked faculty member with a non-tenured appointment prior to the expiration of an appointment term.

The VPAA and the President will consult with the Faculty Senate before making their recommendations. The Faculty Senate will provide recommendations regarding the formulation of specific guidelines and criteria consistent with sound educational principles. In developing such guidelines and criteria, the priorities set forth later in this Policy will be considered.

3.8.5.2 Reduction or Discontinuance of an Academic Program, Division, or Department

A decision to formally discontinue an academic program or School of instruction will be based upon long-term educational and strategic considerations. The VPAA will consult with the Faculty Senate before making a recommendation to the President and approval by the Board of Trustees.

If a formal reduction or discontinuance requires a reduction in faculty, the President will charge the VPAA, in consultation with the Faculty Senate, to recommend reductions in personnel, in accordance with the priorities specified below.

3.8.5.3 Priorities

In developing guidelines and criteria that will guide administrative decision regarding the termination of tenured and non-tenured full-time faculty appointments due to a financial exigency or a reduction or discontinuance of an academic program or School of instruction, the following priorities will be considered:

1. Given equal qualifications to teach the division's courses, a faculty member with tenure will receive priority in retention during reductions in faculty appointments.
2. After consideration of appropriate teaching expertise and tenure, faculty members receive priority for retention, in the following order, on the basis of:
 - a. Faculty rank within a given program or School;
 - b. Seniority within the rank;
 - c. Possession of the terminal degree for the discipline taught; and
 - d. Broad excellence of performance.

3.8.5.4 Notification

If the University determines to terminate the appointment of a tenured or non-tenured full-time faculty member due to a reduction in force, written notification of termination for reduction in force will be sent from the President to the faculty member. The notification may be delivered personally to the faculty member or will be considered to have been communicated if delivered to

the faculty member's University address and home address on file with Human Resources. The notice will specify the reasons for such termination, the effective date of termination, the faculty member's right to reinstatement, or retraining (if applicable), and the right to file an appeal.

Notice of termination for reduction in force due to financial exigency or reduction or discontinuance of a program shall be given to tenured and non-tenured full-time faculty members not later than three months in advance of its effective date. Salary and benefits shall continue until the effective date of termination. Where notice is not given according to this schedule, severance salary shall be paid to provide three months' notice.

3.8.5.5 Transfer Eligibility

Upon termination, the University will make every effort, consistent with its educational mission, to relocate tenured faculty to other academic units within the University, where available. The faculty member must be able to meet the requirements for the position and be appropriately credentialed.

3.8.5.6 Commitment to Reinstatement Terminated Full-time Faculty Members

Should the position of the tenured or non-tenured full-time faculty member be restored within one year, or within two years in the case of a tenured faculty member, it will not be filled by a replacement until the released faculty member has been offered reinstatement.

3.8.5.7 Appeal

A tenured faculty member may appeal a proposed termination resulting from a reduction in force or discontinuance pursuant to the Faculty Grievance Policy. In such a hearing, the University's determination that a financial exigency exists or that an academic program, division, or department is to be reduced or discontinued due to educational considerations or insufficient enrollment shall not be subject to review or challenge. Instead, the tenured faculty member may grieve an alleged failure on the part of the University to adhere to the procedures described in this section; but unlike a typical grievance hearing where the burden of proof rests with the grievant, the burden of proof on whether this Policy and procedures were adhered to will rest on the University.

3.9 Faculty Grievances

On occasion, disputes may arise between a faculty member and the administration. It should be possible to resolve most concerns or complaints through collegial communication among colleagues working together. However, should such communications not resolve the matter to the satisfaction of a faculty member, the faculty member has may utilize the grievance procedures set forth below.

In recognition of the fact that the commitment of the University and the grievant to this process is necessary in order to achieve its designed objectives, if the grievant seeks resolution of the subject matter of a pending grievance in any forum or by any set of procedures other than those established in this section, whether internal or external to the University, the University shall be under no obligation to continue with the process outlined in this grievance procedure. Nothing in the Faculty Handbook shall serve as an acknowledgement or admission by the University that a faculty member has any right to pursue relieve outside of the internal grievance process described in this section.

The term grievant shall mean a full-time faculty member who was, at the time the action giving

rise to the grievance arose, a full-time faculty member of the University (hereinafter “grievant”). The grievant shall have the burden of proving their case by a preponderance of evidence.

No grievant will be penalized, disciplined or prejudiced for filing a grievance or for aiding another faculty member in the presentation of a grievance. Acts or threats of retaliation in response to grievances may subject the person retaliating to disciplinary action. Persons filing grievances with reckless disregard for the truth or in willful ignorance of the facts are excluded from protection and may be subjected to disciplinary action.

3.9.1 Grievable Matters

For purposes of this policy, a “grievance” is defined as an allegation that the grievant’s employment rights or entitlements have been adversely affected because of a violation of academic freedom or violation of applicable policies and procedures contained in Sections 1.1 (Revision to the Faculty Handbook), 1.3 (Faculty Governance), and Chapters 2 and 3 of this *Faculty Handbook*.

This grievance procedure, however, shall not apply to the following:

- Matters falling within the jurisdiction of other Dillard University policies and procedures (i.e., appeals related to promotion and tenure, appeals related to dismissals for adequate cause, harassment and discrimination claims, etc.);
- Course assignment and/or schedule;
- The determination or content of a policy, procedure, rule or regulation appropriately promulgated by the administration or governance system;
- The routine assignment of Dillard University resources (e.g., space, operating funds, parking, etc.);
 - Normal actions taken or recommendation made by the administration or committee members acting in an official capacity in the grievance process;
 - The failure to satisfy the grievant after the grievance process has been completed.

Decisions on reappointment may be grieved only on the grounds of an alleged violation of academic freedom or on the grounds of inadequate consideration by the administrators involved in the evaluation process. The term inadequate consideration refers to procedural rather than substantive issues related to the process of making a recommendation on reappointment, tenure, or promotion. In specifying inadequate consideration as grounds for a grievance, the grievant may argue, for example, that the decision was not arrived at conscientiously or that all evidence which the grievant submitted was not considered by the applicable evaluators.

3.9.2 Steps in Grievance Procedures

To facilitate a prompt resolution, the procedures specify time limits. These limits indicate only the maximum time allotted, and every effort should be made to follow the steps in a shorter time if possible. If necessary, the time limits may be extended by the VPAA.

3.9.2.1 Informal Resolution Procedures

Prior to filing a formal grievance, the grievant shall seek to resolve the dispute informally in discussion with the appropriate School/program Chair. If, as a result of the informal discussion with the Chair, there is no resolution, the faculty member will make an appointment with the

Academic College Dean to discuss the grievance with a view toward achieving a resolution of the grievance.

3.9.2.2 Formal Procedures

Step One

If the problem is still not resolved to the grievant's satisfaction, the grievant shall report the grievance in writing to the VPAA. The formal grievance shall be filed within ten (10) business days of the date on which the grievant knew or should have known of the action or condition which occasioned the grievance. Upon receipt of the formal grievance, the VPAA will investigate the matter as deemed appropriate and respond to the grievant in writing within ten (10) business days of the date the grievance was filed with the VPAA.

In the case of a grievance alleging violation of policy or procedure by the VPAA, the grievance proceeds automatically to Step Two. Any grievance regarding a decision on reappointment, tenure, promotion, or reduction in force shall proceed automatically to Step Two.

Step Two

If the grievance has not been resolved at Step One, the grievant may file a written request for review of the grievance by the Academic Responsibilities, Grievance and Ethics Committee. Such requests shall be filed by the faculty with the Chair of the Academic Responsibilities, Grievance and Ethics Committee within five (5) business days of receipt of the Step One decision.

Within approximately thirty (30) business days of receipt of the written complaint, the following steps should be completed:

1. Upon receipt of the Step One decision, the Chair of the Committee will set a date for the hearing on the grievance, and will inform the faculty member and other interested parties, by letter, of the date.
2. The committee may, with the consent of the parties concerned, hold joint preliminary meetings with the parties in order to (i) simplify the issues, (ii) effect stipulations of facts, (iii) provide for the exchange of documentary or other information, and (iv) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective and expeditious.
3. Service of notice of hearing will be made at least ten (10) business days prior to the hearing.
4. The hearing will not be open to the public or members of the University community whose presence has not been specifically requested by the faculty member, administration or hearing committee.
5. A verbatim record of the hearing or hearings will be taken, and a typewritten copy will be made available to the faculty member without cost, at the faculty member's request.
6. The burden of proof rests with the grievant by a preponderance of evidence. The exception is when an appeal is filed by a faculty member whose appointment has been terminated due to a reduction or discontinuance of a program, department, or school (see Section 3.8.5).
 - a. Preponderance of the evidence means the existence of the fact in issue is more probable than not. The preponderance of the evidence standard would be met where the members of the Grievance Panel find that the evidence supporting at least one

of the allegations in the grievance is more convincing than the opposing evidence.

7. The committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
8. The findings of fact and the decision will be based solely on the hearing record.
9. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by all parties will be avoided so far as possible until the proceedings have been completed.
10. Following the hearing, the committee, without the interested parties present, will confer regarding the grievance and decide whether the preponderance of the evidence supports the allegations made by the grievant.
11. Following the committee's conference, a written report and recommendation will be submitted to the President of the University and the grievant. If the committee has not reached unanimous agreement, a minority report may also be submitted to the President.
12. Within ten (10) business days of receiving the committee's report(s), the President will make a decision, which will be reported in writing to the interested parties and to the Chair of the Committee.
13. The President shall have the options of: (a) accepting the recommendations of the committee; (b) remanding the case back to the committee with specifications for further findings and recommendations; (c) conducting such further investigation or administrative proceeding as deemed necessary; or (d) reversing or modifying the recommendations of the committee. If the President reverses or modifies the committee's recommendation(s), then the President will provide written reasons for the action to the grievant and the committee. The decision of the President is final and ends the grievance process.
14. The schedules and timelines listed in this section are for guidance only. No grievance will be denied or granted as a result of a missed timeline.

4.0 Chapter Four: Graduate Education

4.1 Graduate Faculty

Graduate faculty at Dillard University are those individuals who actively engage in scholarly and/or creative endeavors which advance their discipline or related disciplines while mentoring individuals to obtain a graduate degree. Graduate faculty are first recognized by their respective departmental unit and Dean, or the Vice President of Academic Affairs, or Provost of Academic Affairs and Enrollment Management. To teach graduate courses at Dillard University, an individual must achieve graduate faculty status.

4.2 Graduate Faculty Status

Only individuals who hold graduate faculty status with Dillard University can serve as graduate advisors, teach graduate courses, chair graduate projects or thesis, supervise field experiences or serve as a graduate assistant. Both tenure and non-tenure track faculty may hold graduate faculty status. Graduate faculty status is not faculty rank dependent. Faculty attaining graduate faculty status

will either have full graduate faculty status or affiliate graduate faculty status. All faculty seeking graduate faculty status must apply for graduate faculty status through the Office Academic Affairs (see 3.10.8 Graduate Faculty Status Application).

4.2.1 Full Graduate Faculty Status

Individuals with full graduate faculty status may do the following:

- Teach a graduate course
- Serve as a graduate program coordinator or chair
- Serve as advisors for graduate students
- Supervise graduate students during field experiences
- Chair graduate capstone research project committee
- Chair graduate thesis committee
- Supervise graduate assistant
- Serve as a representative to the Dillard University Graduate Council.

4.2.2 Affiliate Graduate Faculty Status

Affiliate graduate faculty status is for those individuals who do not receive full graduate faculty status or are not full-time faculty with the University. Individuals who attain affiliate graduate faculty status to engage in research or serve as members of a thesis or capstone project committee do not receive any additional compensation. Faculty with affiliate graduate faculty status at the least must have a master's degree in the discipline. Affiliate graduate faculty may do the following:

- Teach a graduate course
- Supervise graduate students during field experiences
- Co-Chair graduate capstone research project committee
- Co-Chair graduate thesis committee
- Possess at the minimum a master's degree in the discipline.
- Serve as a graduate assistant.

4.3 Graduate Faculty Teaching Load

Graduate faculty teaching load is nine (9) credit hours. However, during times of budgetary constraints, University reserves the right to require graduate faculty to teach 9 – 12 hours per semester, and or to teach more students with an increase in class size. Chairing of graduate thesis committee constitutes 1/2 of a course load. Graduate faculty teach both undergraduate and graduate level courses as part of their faculty load which is dependent on the needs of the academic unit.

4.4 Graduate Faculty Responsibilities

The responsibilities of graduate faculty include advising and mentoring graduate students, teaching graduate courses, engaging graduate students in scholarly work, such as research and/or other creative scholarly work. Graduate faculty must also fulfill the Teaching Duties and Responsibilities

established in 2.0 The Faculty, 3.2.2. All graduate faculty must maintain human subjects research (HSR) training through the Collaborative Institutional Training Initiative (CITI). Additional graduate faculty development may be required by the respective academic unit.

4.5 Graduate Council

Dillard University Graduate Council shall consist of representation from each College, the Associate Vice President of Academic Affairs, the Dean for Faculty and Student Academic Services, the head librarian, the Registrar, or the Registrar's designee. The Graduate Council is an advisory council that reports to Chief Academic Officer on matters related to the graduate education at Dillard University. The Graduate Council will meet twice per semester. The Chair for the Graduate Council will be the program head for graduate education at Dillard University or, should one not be appointed, the Associate Vice President for Academic Affairs. The ex-officio for the Graduate Council is the Chief Academic Officer. Faculty members who serve on the Graduate Council must hold full graduate faculty status. The Graduate Council shall have a representative as member of the Faculty Senate, who will serve a term as stipulated by that body.

4.6 Maintenance of Graduate Faculty Status

Graduate faculty status will be reviewed every two years. An overall "Satisfactory" rating on the graduate faculty bi-annual review is necessary to maintain full graduate faculty status.

4.7 Termination of Graduate Faculty Status

Graduate faculty status may be terminated if the faculty member does not perform the duties and responsibilities associated with the respective graduate faculty status.

4.8 Graduate Faculty Status Application Form

For Graduate faculty status, The *Dillard University Graduate Faculty Status Application* Form must be completed and submitted for review.

4.8.1 Dillard University Graduate Faculty Status Application

Instructions: Please read this document in its entirety before completing.

Type all responses and sign the completed application. Submit your application only with a current CV to the Office of Academic Affairs Graduate Studies at academicaffairs@dillard.edu; or to the academic unit in which the graduate program exists.

Name: _____ Date: _____

Academic Unit for Graduate Program: _____

Highest Degree: _____ Email: _____

Current rank: _____ Certifications: _____

Dillard Full Time faculty yes no

Dillard Part time/Adjunct faculty yes no

Non-Dillard Faculty yes no

(If a non-Dillard Faculty member, please complete the Dillard volunteer form.)

Signature: _____

Please check only one box to indicate the graduate faculty status for which you are applying by marking the box.

Full Graduate Faculty Status (FGFS) - Individuals with full graduate faculty status may do the following:

- Serve as a graduate program coordinator or chair
- Advise graduate students
- Supervise graduate students during field experiences
- Chair graduate capstone research project committee
- Teach graduate and undergraduate students
- Chair graduate thesis committee
- Supervise graduate assistant
- Serve as a representative to the Dillard University Graduate Council

Affiliate Graduate Faculty Status (AGFS) - Faculty with affiliate graduate faculty status at the least must have a master's degree in the discipline. Affiliate graduate faculty may do the following:

- Teach a graduate course
- Supervise graduate students during field experiences
- Co-Chair graduate capstone research project committee
- Co-Chair graduate thesis committee
- Possess at the minimum a master's degree in the discipline.
- Serve as a graduate assistant

Signatures: Faculty Applicant _____

College Dean (printed name) _____ Signature: _____

For Use by Office of Academic Affairs and the Graduate Council Approved _____ Not Approved _____

Signature: _____ Date: _____
(Graduate Council Chair or Head for Graduate Studies)

Appendix: Faculty Handbook Acknowledgement Form

**Dillard University Faculty Handbook Acknowledgement
Form**

I, _____, have received the revised *Dillard University Faculty Handbook (Faculty Handbook)*.

I have familiarized myself with the contents of this *Faculty Handbook*. By my signature below, I acknowledge, understand, accept and agree to comply with the provisions of the *Faculty Handbook*. I have read the Anti-Harassment Policy and Sexual Misconduct Policy and I agree to abide by the complaint procedures set out in those Policies. I understand this *Faculty Handbook* is not intended to cover every situation which may arise during my employment, but is simply a general guide to the goals, policies, practices, benefits and expectations of the faculty of Dillard University. As a participant of the University community, I also acknowledge, understand, accept and agree to comply with the policies, procedures, and terms of the University that have significance to my professional performance, including but not limited to those published in the Dillard University *Employee Handbook*, the University Catalog, applicable Academic College and school/program publications, and the *Dillard University Policy and Procedure Manuals*.

I also understand that nothing in the *Faculty Handbook* is to be construed to create any contractual obligations on the part of the University.

(Faculty Member Signature)

(date)

(Faculty Member Written Name)

(date)